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ABSTRACT

The Polish instructional materials in this volume are designed to accompany the "Reading Authentic Polish" workbooks. Their purpose is to familiarize students, in the classroom or through independent study, with spoken Polish in real-life situations. All materials were taken from Polish radio and television in 1991-92, a period of rapid change in and around Poland, and are examples of programs Polish people listen to and watch daily. The book consists of 20 units, 10 at each of 2 proficiency levels, advanced and advanced-plus. An introductory section discusses the listening process and describes some listening strategies emphasized in the materials. The subsequent units have these topics: announcements; art; economic changes; environment; health; media; the political world; science and technology; society in transition; and sports. The units are to be accompanied by audiocassette tapes (not included). Each unit contains a series of comprehension exercises geared to a specific tape sequence. The answer keys and lists of references and copyrights for the texts are appended. (MSE)

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Listening to Authentic Polish

1993

Waldemar Walczyński

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PREFACE

Listening to Authentic Polish is a sequence to two volumes of supplementary workbooks called Reading Authentic Polish . It consists of a workbook for practice exercises and cassette tapes for listening practice. The author believes that listening to authentic texts and completing the series of exercises provides practice in understanding authentic Polish language. The purpose of the book is to familiarize students with spoken Polish, which will eventually lead to effective communication in real-life situations. The textbook is not meant to replace other textbooks that focus on intensive teaching of Polish grammar and vocabulary, as it contains neither grammar explanations nor vocabulary lists. It is designed for students at advanced proficiency levels, and it can be used in either the classroom or at home. All the materials used for this textbook were taken from Polish radio and television and are examples of programs Polish people watch and listen to every day.

The materials for Listening to Authentic Polish were collected in 1991-92. Since Poland is still undergoing rapid changes no special attention should be paid to such details as titles and names of public figures. The texts in the units "Economic Changes" and "Society in Transition" allow the students to indirectly witness some of the changes taking place in Poland. Most important for the listener is to become familiar with the context of the materials and the format in which they appear. This will invariably help to better understand the spoken language.

The present volume focuses on a single skill — listening. Listening to unedited authentic Polish texts with all background noises, repetitions and pauses provides students with a chance to practice their listening skills and to correct their pronunciation and intonation at the same time. Improvement in listening proficiency may be achieved through the use of appropriate listening strategies, which are explained in the introduction.

Listening to Authentic Polish consists of twenty units which have been grouped into two levels based on the following ACTFL Proficiency Guidelines.

•Advanced	At this level the student is "able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistics and extralinguistic factors, among which topic familiarity is very prominent. [...] Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information."
•Advanced-Plus	The student is "able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp socio-cultural nuances of the message."

There are ten units at each level. Each unit is based on a specific topic, such as "Environment," "Art," "Sports," "Health" and contains authentic recorded texts followed by specially designed exercises. Students have to merely open their textbooks, read the instructions and listen to the appropriate texts, then write the correct answers. Answer keys to the exercises are provided in a separate section at the end of the book. Although *Listening to Authentic Polish* is built around two levels of language proficiency it can be used in almost any order, allowing teachers or students to determine for themselves the progression they wish to follow.

Information provided in some of the Background Notes comes from Microlytics®, Inc.'s 1990 electronic edition of The Random House Encyclopedia™.

The completion of this volume was possible thanks to competitive grant awarded to the Center for Applied Linguistics by the International Research and Studies Program of the U.S. Department of Education.

I wish to express my great appreciation to Mrs. Marianna Czechowska, who allowed me to use her apartment and equipment to record the texts, and Ms. Marzena Styczeń for transcribing them.

I also wish to express my appreciation to Ms. Krystyna Wachowicz for her insights and careful critique.

Thanks also go to Ms. Julie Moffett who edited the English text and to Ms. Deborah Short for writing the introduction. Finally, thanks to Ms. Patrice McMahon for testing some of the units.

I assume responsibility for all the omissions and mistakes in this book.

Waldemar Walczyński
Washington D.C., February 1993

INTRODUCTION

This introduction will prepare you for the listening activities in this workbook. The selections you will hear are drawn from real-life broadcasts of television and radio news, science and cultural programs and interviews. Although we all listen to a variety of sounds including music and traffic noises, this workbook has been designed around spoken discourse. Every day, native Polish speakers engage in listening tasks like those you will encounter in this volume. The topics include informational announcements, the media, the environment, sports, culture, societal issues, and science and technology among others. When you complete this workbook, you should be able to understand many listening situations that you would find in daily life in Poland.

What is listening?

Listening is an interactive, interpretive process in which the listener tries to construct meaning from the sounds, words and tone conveyed by a speaker. Listeners can get clues to the speaker's meaning when they attend to word choice, tone and where possible, extralinguistic clues such as facial gestures and visual cues. Successful listeners frequently make mental connections between what they are hearing and what they already know.

Listening comprehension plays an important role in language acquisition. Exposure to comprehensible oral input not only enhances language learners' understanding of the spoken discourse (including pronunciation, rhetoric and coherence), but also allows them to gain knowledge, check assumptions, make predictions, guess meanings of unfamiliar words and more.

What do we listen to in daily life?

We hear many sounds, noises and voices every day, but what do you really listen to? On the left side below, make a list of types of listening or listening situations you participate in.

______________________________ _____ __________

______________________________ _____ __________

______________________________ _____ __________

______________________________ _____ __________

______________________________ _____ __________

Now reflect on this list. On the center column above, evaluate the type of listening you do. If it is a situation where you listen attentively, mark it with **+**. If it is a situation where you sometimes pay attention and sometimes do not, mark it with a **0**. If it is a situation where you ignore the noise, mark it with a **-**. Next consider the interactional aspect of your list. If the listening is part of a two-way conversation, write a **2** in the right column above. If you hear a voice or noise that you cannot speak back to (and have your words heard), write a **1**.

The listening selections in this workbook cover a wide range of situations as mentioned above. They are, however, one-way transmissions. You will not engage in a dialogue with the speaker, but you will have opportunities to determine how well you understood the announcement or report or interview you heard.

How do we listen?

Listeners use a variety of strategies to understand what they hear. They may listen for key words to inform them of the general topic of the spoken discourse. They often categorize discourse into predetermined "scripts" that help them predict what will be said next. For instance, when you listen to a weather broadcast, you expect the meteorologist to tell you about temperatures, wind speed, and barometric pressure and to use descriptive words like cold or sunny or humid.

We listen for many reasons. Sometimes we listen to obtain general information, sometimes we listen to get details. Other times we listen to evaluate or analyze. Many times we simply listen for enjoyment. Listening successfully often requires sociocultural competence. Having general knowledge of a culture or societal mores can facilitate comprehension of every day spoken discourse. This workbook will help you utilize your knowledge of Polish society to understand the real-life situations you will encounter.

Listening Strategies

Listening strategies are tools that help you listen and understand more efficiently. You probably use them when you listen in your native language and with practice you will be able to transfer these strategies and skills to listening in Polish. Remember that listening is a dynamic process and you can play an active role in constructing the meaning of what you hear. Strategies come into play both before you listen and while you listen. In this workbook you will practice strategies for pre-listening and also strategies that you can use while listening. Furthermore, you will check your comprehension through post-listening activities.

Pre-Listening: Most of the units in this workbook begin with pre-listening activities. These exercises are designed to activate your background knowledge to prepare you for the listening texts to come. Some exercises focus on vocabulary, so you will be familiar with key words when you hear them. Other exercises call to mind your experiential knowledge of world events or similar settings. By making connections to prior knowledge or experiences, the exercises encourage you to anticipate what the spoken discourse will address or help you predict the "script" to come.

Listening: In certain units you will be directed to listen for specific information or key words or the main idea. By giving you such instructions, the workbook encourages you to interact with the selection you will be hearing.

Post-Listening Activities: After you listen to a selection, this workbook presents you with a variety of comprehension exercises. Some focus on the substance of the discourse and ask you to recall information, others focus on the form and ask you to analyze the grammar or the tone or attitude of the speaker.

The following are among the many strategies presented in this workbook.

Predicting

Predicting is an effective pre-listening category that can be done mentally when you hear the title of a program, e.g., "Championship Tennis" or when you see a visual cue, such as a flow chart or a photograph. When you use a predicting strategy you can anticipate the topic development of the speaker. You will be prepared for the type of information you will hear.

Recognizing Cognates

This activity can be done in a pre- or post-listening situation. Cognates are words that are similar in your native language and Polish. You can increase your pool of vocabulary words when listening to Polish if you pay attention to cognates. There are some words, however, that may sound alike, but do not have the same meaning in your native language and Polish. Those *false* cognates are generally best learned on an ad hoc basis as you come across them.

Identifying grammar and discourse markers

Being familiar with the grammar of the listening selection may be helpful, pre- and post- listening. Some of the exercises in the workbook ask you to generate adjectives and descriptive phrases for key words you will be hearing. Other exercises ask you to recognize cases and declensions as well as verb tenses. Imagine the difficulty you might have in comprehending a text about Polish society in the 21st century, if you misunderstood the verb tenses and discourse markers (such as adverbs of time) and interpreted the selection as being told in the past.

Categorizing

Another useful strategy that helps you process information is categorization. In a pre-listening activity you may categorize or classify vocabulary words that will be present in the selection into topical groups. While listening, you may mentally slot new information you hear into predetermined categories. During a selection on health, for instance, you may organize the information into categories like diseases, symptoms and treatments.

Listening for specific information

Quite often, we listen for specific information such as a name, time or place. If we telephone a cinema and get a recorded announcement for movie times, we listen as the voice scrolls through the movie options until we hear our movie of interest. At that point we listen carefully to learn the times it will be shown.

Guessing unfamiliar words in context

Listening involves strategic competence—having strategies to interpret information that might be new or unexpected. It is important to develop the strategy of inferring the meaning of new words through contextual cues, because you will frequently confront new words, both in the selections of this workbook and as a part of daily life in Poland. The exercises here will help train you in guessing meanings by considering your background knowledge of a topic and your expectations of the speaker's purpose, and by focusing on key reference terms.

Repetition

A very effective strategy for second language learners is repetition. When confronted with a listening situation that is filled with many new vocabulary words and/or many new ideas, we can best comprehend the information if we can listen to the selection several times. When repetition is an option, a listener can gain several levels of understanding. The first pass may result in understanding the main idea. With a second and third pass, the listener may process more specific details and may be able to make inferences about the information heard.

Summarizing

Summarizing is both a strategy and a skill. This workbook allows you to practice both. Effective listeners summarize what is being said while it is being said. This strategy lets a listener chunk information into more manageable and memorable segments. Sometimes they take notes to do so; other times they summarize mentally. Summarizing is

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also a method to check your comprehension. You might want to compare your summary with someone else's to see if you both interpreted the listening text in the same way.

Summarizing as a skill is evident in post-listening situations. It is not uncommon to be asked to summarize what has been heard. Clearly this happens in educational settings, but it also occurs frequently in informal situations. For example, you might be watching the evening news while a friend is preparing dinner. Only able to bits and pieces of a news report, your friend asks you to tell what it was about. In this situation, you would probably summarize what you heard. The exercises in this workbook will help you recognize summaries as well as practice summarizing yourself.

The selections in this workbook have been chosen to represent a variety of listening events that are found in Polish life. The exercises were designed to help you practice understanding spoken Polish. Pre-listening activities will set the stage for the selections to be heard and post-listening activities will offer you opportunities to check your comprehension and practice strategies you may use while listening. Listening strategies can transfer from one topic to another, so once you have mastered these strategies, you will be able to apply them to new listening situations that arise.

Deborah Short

Announcements

UNIT

1

(ACTFL Level: Advanced)

Exercise 1
Listen to Text A to get the information necessary to fill out the following table in Polish.

1. What is the name of the foundation?	______________________
2. What is the name of the city the children are from?	______________________
3. When are the children to be provided with shelter?	______________________
4. What is the phone number you should call if you want additional information?	______________________

Exercise 2
Listen to Text B. Answer the questions in Polish.

1. Who extended the bulletin?

____

2. Which branch of the Civic Parliamentary Club extended the announcement?

____

3. Who is supposed to be on duty?

____

4. When can you see this person if you want to? (Give the day and time.)

____

5. Where could you meet this person?

____

Exercise 3
The announcement you will hear in this exercise is about a lottery. Listen to Text C to find out what kind of lottery it is, what kind of prizes you can win, and who won the prizes this time. Answer the following questions in Polish.

1. What is the name of the lottery?

____

2. When did the additional drawing take place?

____

3. How will winners learn about the place and time where the prizes can be collected?

____

4. In Polish fill in the empty spaces in the table.

Winner's Name	The City	The Prize
Ewa Miksza	Malechów	________ ________
Michał Poleszczuk	________	________________
Wanda Petrykowska	________	________________

Exercise 4

A. Below are two transcribed sentences from the next text you will hear. The word *program* is used in these sentences three times, each time with a different meaning. First read the sentences and then read the words' English equivalents. Write the letter of the appropriate equivalents next to the Polish words used in the sentences.

> Ja chciałabym przedstawić teraz państwu nasz dzisiejszy *program* (_____), opowiedzieć o tym, co powinni państwo dzisiaj w pierwszym *programie* (_____) telewizji obejrzeć. Już za chwilę "Luz", *program* (_____) dla nastolatków.

a. channel, station
b. program
c. schedule, guide

B. The text you are going to listen to now is a TV program from the first channel of Polish Television for the afternoon of December 2nd. You are interested in the news, economic and political programs. Listen to Text D and match the times with the titles of the shows. Draw lines between the times and the shows.

1. 17:15	ABC ekonomii
2. 18:05	Alf
3. 18:45	Kraje, narody, wydarzenia
4. 19:30	Serwis BBC
5. 22:10	Teleexpress
6. 23:35	Wiadomości

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Exercise 5
Listen to the text again and find out what the following programs are about. Write your answers in English in the spaces provided.

1. Luz - ____________________
2. Kraje, narody, wydarzenia - ____________________
3. ABC ekonomii - ____________________

Exercise 6
Listen to the fragment of a TV program announcement. Answer the questions below in Polish.

1. Give the Polish title and its English equivalent of Shakespeare's drama.
   ____
2. What time can you see it?
   ____
3. Give the name of at least one actor in the production.
   ____
4. Who is Laco Adamik? Check the correct answer.
   - ☐ a. One of the actors
   - ☐ b. The director
   - ☐ c. The narrator
   - ☐ d. The translator
5. What was to be broadcast at 9:55 PM? Check the correct answer.
   - ☐ a. A meeting with the actors
   - ☐ b. A discussion about the show
   - ☐ c. A report on the production of the show
   - ☐ d. An interview with the director of the show

Exercise 7
Texts F and F1 you will listen to next mention some sports terms. To refresh your memory, match the Polish names with their English equivalents by drawing lines between them.

a. hokej na lodzie
b. hokej na trawie
c. piłka nożna
d. skoki narciarskie
e. szachy
f. wyścig kolarski
g. wyścig samochodowy

chess
ski jumping
car racing
ice hockey
bicycle racing
soccer
field hockey

Exercise 8
Now listen to Text F and write down the names of as many sports disciplines as you can hear. Write the nouns in the nominative case in Polish.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

Exercise 9
Now listen to the complete text (Text F1).

Answer questions 1 through 3 in English. Write your answers in the spaces provided.

1. At what time of the year was the guide broadcast?

   ____

2. What sports events were taking place in these cities?
   a. Cape Town - ______________________________
   b. Perth - ______________________________
   c. Reggio nell'Emilia - ______________________________
   d. Garmish Partenkirchen - ______________________________

e. Cologne - ______________________________
____

f. Dusseldorf - ______________________________
____

YOUR NOTES

3. At what time and on which channels were these two programs shown?

	Channel	**Time**
a. Przeżyjmy to jeszcze raz -	______________	______________
b. Sportowy hit -	______________	______________

4. What Polish phrases are used to refer to New Year's Day?

a. ______________________________
b. ______________________________

5. Why are compact discs mentioned in relation to the Sportowy Hit program? Check the correct answer.

☐ a. Listeners can win them in a quiz
☐ b. They will be presented during the program
☐ c. Some new releases will be reviewed during the program

BACKGROUND NOTE

Cape Town, capital city of the Republic of South Africa, and capital of Cape province. It is the site of Union Parliament, a 17th-century castle, and the National Historic Museum. Noted educational and tourist center, it includes the University of Cape Town and Table Mount aerial cableway. Pop. 1,108,000.

Cologne (Köln), city in West Germany on the Rhine River. The Romans established a fortress here in AD 50 and it remained in their control until the 5th century. It is an agricultural, commercial, and tourist center. Industries include chemicals, textiles, banking, insurance, eau de cologne. Pop. 1,013,771.

Düsseldorf, city in West Germany, at confluence of Rhine and Düssel rivers; a cultural center. It was founded in 13th century. Pop. 664,336.

Garmisch-Partenkirchen, town in southwestern Germany, in the Bavarian Alps. The olympic games were held here in 1936; it is an international winter resort and commercial center. The towns of Garmisch and Partenkirchen were combined 1935. Pop. 27,367.

Perth, city in Western Australia, on the Swan River; capital city of Western Australia state; site of the University of Western Australia (1911), and St. George's and St. Mary's cathedrals. It was founded in 1829; incorporated in 1856. Pop. 787,300.

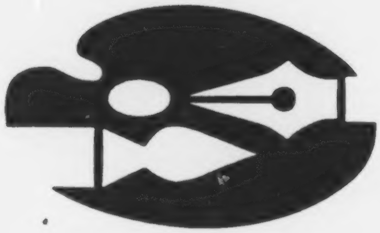
Reggio nell'Emilia, city in Northern Italy. It was founded in the 2nd century B.C. The birthplace of the poet Ludovico Ariosto (b. 1474). (Random House Encyclopedia)

Exercise 10

A. Listen to Text G. What is its main message? Underline the correct answer.

1. It is an announcement of an art auction.
2. It is a warning against buying stolen paintings.
3. It is an announcement of an art exhibition.
4. It is an announcement of presenting paintings to a museum by a private collector.

B. List in Polish all kinds of announcements that you heard in this unit. Which of them, do you think, would be particularly useful for you if you were staying in Poland?



Art

UNIT

2

(ACTFL Level: Advanced)

YOUR NOTES

Exercise 1

1. Listen to Text A and write down as many cognates as possible. Write them in the spaces provided below. Write nouns and adjectives in singular, nominative and verbs in the infinitive.

____
____
____
____
____
____
____

2. Match the Polish words listed below with their English equivalents by drawing lines between them.

1. inscenizacja	a. production
2. obsada	b. set designer
3. reżyseria	c. show
4. scenografia	d. staging
5. spektakl	e. director
6. twór	f. cast

Exercise 2

Now you will listen to the first part of Text A. Listen to Text A1 and answer the questions below in Polish. You will notice that doing this exercise allows you to practice recognizing Polish names and their spelling.

1. What is the full title of the vaudeville show in Polish?

____
____

2. What are the authors' names?

____
____

3. How many years after its premiere was it shown again?

4. What are the names of the artists that played in the vaudeville show?

5. What were the following people responsible for?
   a. Maciej Niesiorowski - ______
   b. Krzysztof Kolberger - ______
   c. Teresa Kujawa - ______
   d. Ryszard Kaja - ______
   e. Bogdan Dola - ______

Exercise 3
Listen to Text A2. Answer the questions below in Polish.

1. What kind of a comedy is the show?

2. What does a vaudeville show consist of?

3. What is the Polish equivalent of the word "vaudeville"?

4. What kind of actor existed in the 18th century?

5. What did the French call vaudeville in the 19th century?

Exercise 4
The text you are going to listen to is about a well-known Polish director, Adam Hanuszkiewicz. Listen to Text B and write down the words used to describe him. Write your answers in Polish in the spaces provided.

1. Adjectives: ______

2. Verbals: ______________________________
____
____
____

3. Noun phrases: ______________________________
____
____
____

4. Nouns: ______________________________
____
____
____

YOUR NOTES

BACKGROUND NOTE

Wolfgang Amadeus **Mozart** (1756-91), Austrian composer and musical genius, was born in Salzburg. Playing and composing from early childhood, Mozart completed a total of 626 works before dying in poverty at the age of 35. Composing in the dominant Classical-Rococo styles of his time, he brought these forms to perfection. His operas *The Marriage of Figaro* (1786), *Don Giovanni* (1787), and *The Magic Flute* (1791) are ranked among the finest ever written. His 27 piano concertos set the form for concertos for decades to come. His 40 symphonies, piano sonatas, chamber music, sets of variations, vocal music, masses and other religious compositions all represent supreme achievements of the Classical period. (Random House Encyclopedia)

Exercise 5
1991 was the bicentennial of Mozart's death and was therefore proclaimed the "Year of Mozart." Text C1 mentions the general activities that took place and also discusses intensification of research on Mozart's life and production. Listen to the text and fill out the table below in Polish.

General	Research

Exercise 6
Text C2 is the continuation of the previous text (i.e., Text C1). Listen to the text and answer the questions below in Polish.

1. What is the title of the composition that closed the Mozart Year?

2. Where was it performed?

3. When was it performed?

4. Who could see the performance in addition to those present in the cathedral?

5. When did Mozart write it?

6. Who was Konstancja?

7. What did Konstancja say about Mozart and Cismayer?

Exercise 7
Listen to Text D1. Check the correct answers. Answer the questions in Polish in the appropriate spaces.

YOUR NOTES

1. What is the text about?
   - ☐ a. festiwal
   - ☐ b. plener
   - ☐ c. przegląd
   - ☐ d. wystawa

2. Where was it held?

   ____

3. What is being shown at the exhibition?
   - ☐ a. animacje komputerowe
   - ☐ b. elektroniczne instrumenty
   - ☐ c. obrazy olejne
   - ☐ d. rzeźby telewizyjne

4. Where are the artists mentioned in the text from?

   a. Enrike Fonatnille - ____________________

   b. Peter Swedeborg - ____________________

   c. Zbigniew Libera - ____________________

5. Mariusz Hermansdorfer jest
   - ☐ a. komisarzem wystawy.
   - ☐ b. kolekcjonerem sztuki.
   - ☐ c. dyrektorem muzeum.
   - ☐ d. reżyserem filmowym.

Exercise 8
Listen to what Mr. Hermansdorfer had to say about the event.

1. Listen to Text D2 and write down all the missing verb forms that are used in the text and the adverbs that accompany them. Fill in the empty spaces below.

	VERBS	ADVERBS
a.	odbywa się	______________
b.	______________	przed chwilą
c.	odbywają się	______________
d.	______________	od kilku lat
e.	______________	w ubiegłym roku
f.	spełni	______________

2. Check all the following art forms that Mr. Hermansdorfer mentioned?
   - ☐ a. grafika
   - ☐ b. malarstwo
   - ☐ c. medalierstwo
   - ☐ d. płaskorzeźba
   - ☐ e. rzeźba
   - ☐ f. litografia

Exercise 9
Listen to Text D2 again. Which of the following statements best summarizes Mr. Hermansdorfer's statement?

1. The museum should concentrate on collecting traditional art forms.
2. The museum should concentrate on collecting modern art forms only.
3. He thinks that new art forms are not fully developed enough to be collected.
4. He is in favor of the idea of collecting all art samples: from medieval to the most modern art forms.

Exercise 10
Text E consists of a number of cultural announcements. Listen to these cultural announcements and write the number of the appropriate announcement next to the topics listed below.

a. Anniversary remembered- ____________________
b. Fire - ____________________
c. Italian movie revue - ____________________
d. Poem on an audio-cassette - ____________________
e. Rock concerts - ____________________

YOUR NOTES

Economic Changes

UNIT

3

(ACTFL Level: Advanced)

YOUR NOTES

Exercise 1
In this unit you will hear the words listed below. They can be divided into the three broad categories listed in the table. The categories reflect the topics of the texts in this unit. Assign each word to the appropriate category and write it in the table.

akcje
biuro maklerskie
drożeją
krytyczny stan
negocjacje
papiery wartościowe
porozumienie
recesja
spotkanie
współpraca gospodarcza
wzrosły ceny

Stocks	Economic Problems	Economic Exchange

Exercise 2
Listen to Text A. It is about a price increase in Poland. Check the appropriate answers.

1. The prices of which goods increased?
   - ☐ food
   - ☐ clothing
   - ☐ household appliances
   - ☐ alcohol and cigarettes

2. What percentage did the prices increase?
   - ☐ 6% a month
   - ☐ 6% a quarter
   - ☐ 16% a month
   - ☐ 16% a quarter
3. The price of which item did NOT increase?
   - ☐ butter
   - ☐ bread
   - ☐ dairy products
   - ☐ eggs
4. Compared to the prices of other food products, the prices of fruit and vegetables increased at a
   - ☐ lower rate.
   - ☐ higher rate.

Exercise 3
Listen to Text B. The text is about the release of stocks of two Polish companies. The release of new stocks is mentioned by the popular Polish press because the Stock Exchange just opened in Poland in 1991and is a relatively new phenomenon. Listen to the text and answer the questions in Polish.

1. What is the name of the institution that deals with releasing stocks in Poland?
   ____
2. Where could one see advance (proofs) sheets of issue?
   ____
3. How many shares of both companies will be probably sold?
   a. "Elektrim" - ______________________
   b. "Okocim" - ______________________

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Exercise 4
Listen to Text C and answer the following questions in Polish.

1. Whose meeting is this text about?

____

____

2. Where did they meet?

____

____

3. Which parties (other than the Polish Peasant Party) took part in the meeting? List them all in the spaces provided.
   a. ______________________________________
   b. ______________________________________
   c. ______________________________________
   d. ______________________________________

4. What two points did participants agree on?
   a. ______________________________________
   ____
   b. ______________________________________
   ____

5. Is it true that Prof. Osiatyński considered the meeting useful in understanding the opinions of other parties?

☐ Yes
☐ No

Abbreviation:
PSL = *Polskie Stronnictwo Ludowe* - Polish Peasant Party

Exercise 5

Text D is about a negotiation between three East European countries.

1. Listen to the text and write down as many cognates as you can hear.

   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________
   f. ____________________
   g. ____________________
   h. ____________________
   i. ____________________

2. The words listed below play a very important role in understanding the text. Listen to the text and in the spaces provided write the various forms (cases, declensions, related parts of speech, etc.) that you hear.

   a. cło - ____________________
   ____
   b. gospodarka - ____________________
   ____
   c. handel - ____________________
   ____
   d. liberalizacja - ____________________
   ____
   e. ograniczenie - ____________________
   ____
   f. przemysł - ____________________
   ____
   g. współpraca - ____________________
   ____
   h. negocjacje - ____________________
   ____

Abbreviation:
EWG = *Europejska Wspólnota Gospodarcza* - European Economic Community

Exercise 6

Text D1 is the first part of the text you heard in the previous exercise. Listen to this text and check the correct answers.

1. Delegations from which countries took part in the meeting?
   - ☐ a. Bułgaria
   - ☐ b. Czecho-Słowacja
   - ☐ c. Węgry
   - ☐ d. Litwa
   - ☐ e. Polska
   - ☐ f. Rumunia

2. Restrictions, with respect to which classes of goods, were discussed?
   - ☐ a. surowce
   - ☐ b. towary tekstylne
   - ☐ c. żywność
   - ☐ d. towary przemysłowe

3. Who attended the meeting?
   - ☐ a. ministrowie przemysłu
   - ☐ b. ministrowie handlu zgranicznego
   - ☐ c. ministrowie spraw zagranicznych
   - ☐ d. ministrowie do spraw przekształceń własnościowych

4. Which words in the text show that negotiations were difficult? Write your answer in Polish in the spaces below.

   a. ____________________

   b. ____________________

YOUR NOTES

Exercise 7

Text D2 is a part of Text D that you previously listened to in Exercise 5. Listen to the text and fill out empty spaces in the text below.

Zgodnie z postanowieniami ______________________________ (1) przyjętej przez __________________ (2) i __________________(3) Czecho-Słowacji, Węgier i Polski 6 października, ministrowie __________________ (4) Bela Kadar, Vladimir Dlouhy i Dariusz Ledworowski rozmawiali dziś o liberalizacji wzajemnej ________________ (5). Stała się ona szczególnie istotna dla __________ (6) tych trzech państw po parafowaniu umów o _______________ (7) z EWG. Liberalizacja handlu polegać ma między innymi na stopniowym obniżaniu _________________(8), zmniejszeniu poziomu kontygentów, ograniczeniu ___________________ (9) na pewne produkty. Ale najważniejszą sprawą, aczkolwiek trudną do __________________ (10), jest zniesienie ceł na niektóre towary.

Exercise 8

Text D3 is the last part of Text D. Because the text consists of compound, complex and compound-complex sentences, recognizing verbs and verb groups will help you understand the text better. Listen to the text. Fill out the table below with as many infinitives and other verbs as you can hear.

Infinitives	**Other verbs**

Exercise 9
Listen to Text D3 again. Except for the last sentence, the speaker is Minister Ledworowski. Answer the questions below in Polish. Doing the previous exercise should help you answer these questions now.

YOUR NOTES

1. When does Poland want the agreement to be signed?

2. What is meant by "liberalization"?

3. Which kind of goods would be liberalized first?

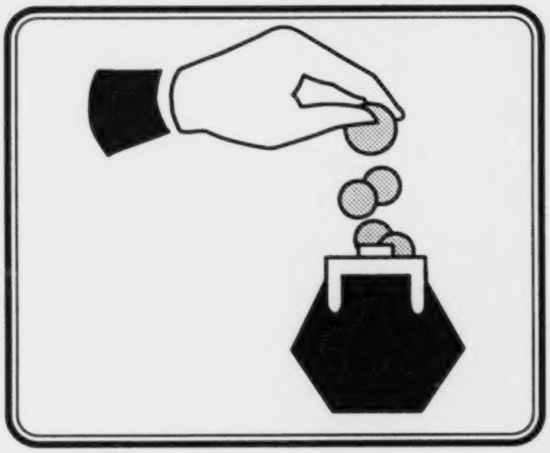
4. What does Mr. Ledworowski want to achieve in five years?

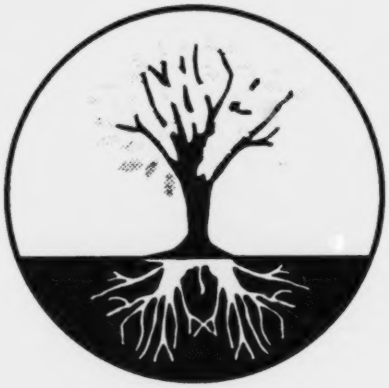
5. Talks concerning which products are expected to be the most difficult?

6. The ministers also talked about cooperation in which other fields?

Exercise 10
Listen to Text E. It is about problems with:

☐ a. Next year's budget
☐ b. The Gross National Product
☐ c. Selling Polish Food Products Abroad
☐ d. Joining the European Economic Community





Environment

UNIT

4

(ACTFL Level: Advanced)

YOUR NOTES

Exercise 1

1. Because you will be listening to weather forecasts in this unit, think about the geographical regions in Poland you know. Write their names in Polish in the spaces provided below.

____
____
____
____
____
____
____

2. Do you know the English equivalents of the following Polish regions?

Mazury - ______________________
Pomorze - ______________________
Śląsk - ______________________

Exercise 2

1. In order to understand the text about the environment, you need to know the geographical directions and adjectives derived from them. Write the Polish adjectives that correspond to the four directions.

a. wschód - ______________________
b. zachód - ______________________
c. północ - ______________________
d. południe - ______________________

2. You will also notice that adverbs relating to atmospheric phenomena are also frequently used in weather forecasts. In the spaces provided, write the appropriate Polish adverbs.

a. chmury - ______________________
b. chłód - ______________________
c. mgła - ______________________
d. pogoda - ______________________
c. słońce - ______________________
d. upał - ______________________

3. Before listening to the texts, read aloud the adjectives and adverbs that you wrote.

BACKGROUND NOTE

The "pascal" is a metric unit of pressure or stress. The "hectopascal" equals one hundred pascals. This unit of measure was introduced in Poland in the 1970s. It is used along with the older system which, similar to the US system, reports atmospheric pressure as an equivalent of the pressure exerted by a column of mercury (Hg), measured in millimeters of mercury. Atmospheric pressure corresponding to the pressure exerted by 29.92 inches of mercury equals 760 mm HG and 1013 hectopascals.

Exercise 3

The words and figures in the box below come from Text A. Listen to the text and fill in the empty spaces with the letters corresponding to those words and figures.

a. -3
b. -4
c. -10
d. 5
e. 8
f. 1016
g. ochłodzenie
h. pochmurno
i. południowy
j. południu
k. śnieg
l. wilgotność
m. wschodnią
n. wschodniej
o. wschodzie
p. zachodzie

Zima za pasem. W połowie przyszłego tygodnia nadejdzie ____________________ (1). Temperatura w dzień do _______________ (2) stopni, w nocy do _______________ (3). Zacznie padać ____________________ (4). Przez najbliższe dni jeszcze ciepło ale słońca niewiele. Pochmurna pogoda i duża _______________ (5) powietrza mogą powodować senność i pogorszenie nastroju. Nad niemal całą Europą wyż, którego centrum znajdzie się jutro nad _______________ (6) Polską. Ciśnienie jest wysokie i jeszcze trochę wzrośnie. Dziś w Warszawie barometry wskazywały ____________ (7) hP. Na _____________ (8) i _______________ (9) rozpogodzenia, we _______________ (10) części kraju _______________ (11) i mżawka. Nadal mglisto zarówno w dzień jak i w nocy. Wiatr słaby, przeważnie _______________ (12). Temperatura w nocy od

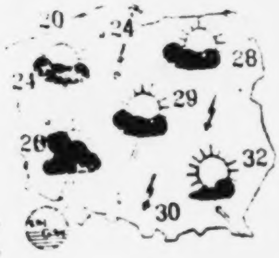
_______________ (13) do _______________ (14).
Najwyższa temperatura w dzień od _______________ (15)
stopni na _______________ (16) do _______________ (17)
stopni na Dolnym Śląsku.

YOUR NOTES

Exercise 4
You will not be given the words that have been deleted from Text B. Listen to the text and fill in the empty spaces with the missing words.

Ostatnie prognozy synoptyków potwierdzają się. Idzie zima. Od _______________ (1) temperatura zacznie _______________ (2). W dzień czeka nas lekki _______________ (3) do _______________ (4) stopni, w _______________ (5) nawet poniżej _______________ (6) stopni. Spadnie _______________ (7) a dość silny wiatr będzie powodował _______________ (8) i _______________ (9). Europa od kilku dni znajduje się pod wpływem wielkiego wyżu z ośrodkami nad południową _______________ (10) i _______________ (11). Ciśnienie pozostanie bardzo wysokie. Dziś w Warszawie było 1017 hektoPascali. Na _______________ (12) i _______________ (13) - pogodnie. Chwilowe rozpogodzenia również w _______________ (14) i _______________ (15) Polsce. _______________ (16) przez cały dzień ma być tylko na _______________ (17). Gdzieniegdzie może padać _______________ (18). Nadal liczne _______________ (19). Wiatr słaby, zmienny. W nocy _______________ (20) do _______________ (21) stopni na południu, powyżej zera tylko na północnym-zachodzie. W dzień już nieco chłodniej - od _______________ (22) stopni na południu, do _______________ (23) na północnym-zachodzie.

Exercise 5
Listen to Text C and select the map that corresponds to the forecast in the text. Circle the appropriate letter.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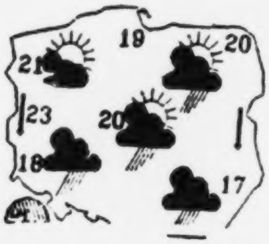
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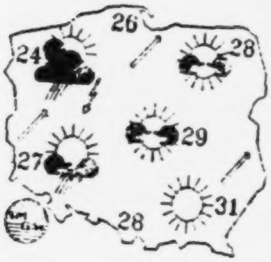
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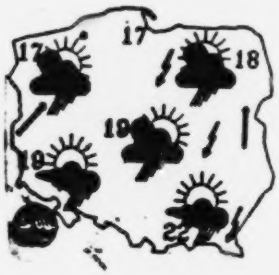
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18
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D

Exercise 6
You are listening to a weather forecast for the following day. You want to know what to expect and what clothes to wear. Listen to Text D and check those that are predicted.

☐ fog
☐ frost
☐ rain
☐ snow
☐ sun
☐ wind

Exercise 7

Text E is about the Bermuda Triangle. Think of what you know about that region and its mysteries.

YOUR NOTES

1. Listen to the text and write down all the Polish words that refer to geographical phenomena.
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________
   f. ______________________________
   g. ______________________________
   h. ______________________________

2. Which of the words you just wrote are equivalent to the following English words?
   a. area - ______________________________
   b. body of water - ______________________________
   c. coast - ______________________________
   d. terrain - ______________________________
   e. waves - ______________________________

Exercise 8

Listen to Text E again for the answers to these questions. Write your answers in Polish in the spaces provided.

1. On what sea is the Triangle situated?

   ____

2. Where are the boundaries of the Triangle?

   ____

3. How big is the area it covers?

   ____

4. What are the other names of the Triangle?

   ____

Exercise 9

The Bermuda Triangle is infamous for cases of mysterious disappearances of ships, planes, etc. In this exercise we shall concentrate on this aspect. Listen to the text once more and answer the questions below.

1. What disappeared in 1968?
   - ☐ a ship
   - ☐ a plane
2. In what period of time did the sea take one thousand lives?
   - ☐ 1905-07
   - ☐ 1905-17
   - ☐ 1915-17
   - ☐ 1950-70
3. 'Proteus' was a big ship that
   - ☐ disappeared without a trace.
   - ☐ managed to survive a storm in that area.
   - ☐ investigated the atmospheric phenomena in that region.
4. Check the questions that, according to the text, cannot be answered at the moment.
   - ☐ Why do people disappear in the area?
   - ☐ Why do planes disappear in the area?
   - ☐ Why do ships disappear in the area?
   - ☐ Why can't anybody explain the mystery of the Triangle?

Exercise 10

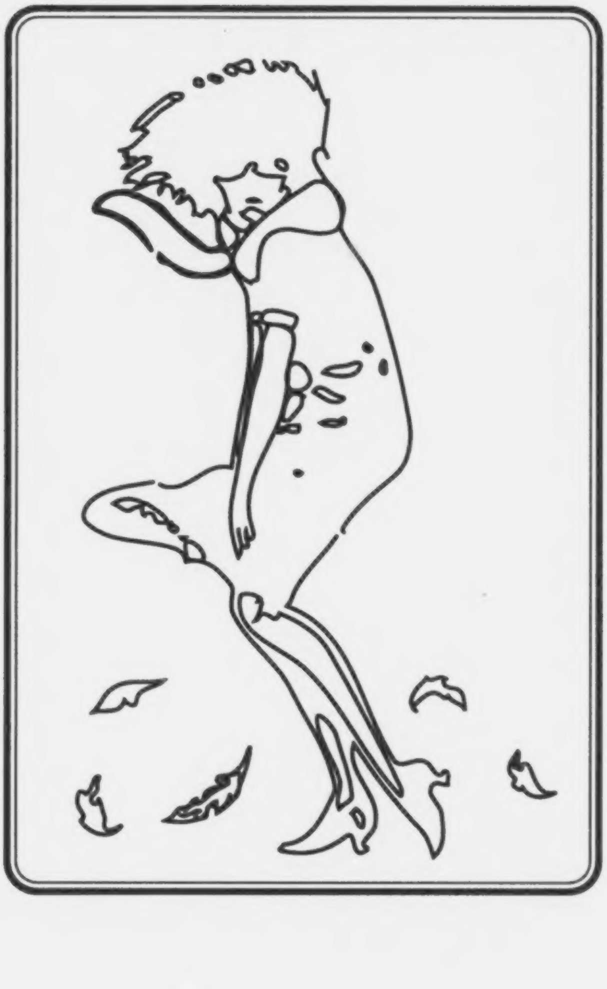
Listen to Text F from which temperatures and locations have been deleted. Fill out the empty spaces in the text. Stop your cassette player after each sentence.

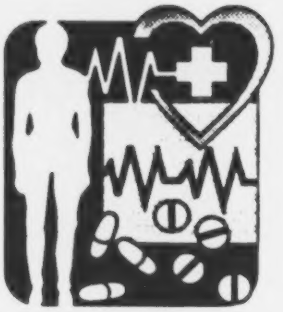
W nocy mróz od ____________________ (1) stopni na ____________________ (2) do ________________________ (3) na ________________________ (4). W dzień też zimno. Na ________________________ (5) od ______________________ (6) do ____________________ (7) stopni. W centrum ______________________ (8), na ____________________ (9) i __________________ (10) -1. Tempeatura powyżej zera tylko na ______________ (11). Na ______________ (12) i ______________ (13)

40

zachmurzenie duże z przejaśnieniami i przelotne opady śniegu. Na ______________________ (14) też może padać ale raczej deszcz lub deszcz ze śniegiem. W ________________ (15) i na ________________ (16) na ogół pogodnie. Wiatr umiarkowany z ______________________ (17). Ciśnienie wzrośnie.

YOUR NOTES





Health

UNIT

5

(ACTFL Level: Advanced)

Exercise 1
Before listening to the first set of texts (Exercises 2 thru 5) think of what you know about AIDS. Your ability to answer the questions below will help you understand the texts.

YOUR NOTES

Kiedy po raz pierwszy zidentyfikowano AIDS?
Jaki wirus powoduje AIDS?
Kto zidentyfikował tego wirusa?
Czy wiesz, jak brzmi pełna forma akronimu AIDS?
W jaki sposób rozprzestrzenia się AIDS?

Exercise 2
Listen to Text A. Answer the questions below in Polish.

1. According to the text, when did the first signs of AIDS appear?

   ____

   ____

2. When was AIDS identified?

   ____

   ____

3. How has the acronym AIDS been translated into Polish?

   ____

   ____

4. When was the program broadcast?

   ____

   ____

5. What happened in 1983?

   ____

   ____

Exercise 3

Text B is the continuation of Text A. Listen to the text. Answer the questions below in Polish.

1. What was Kejetan Degas called?

2. Who did he work for?

3. Because of the nature of his job, Degas used to visit Europe frequently. What kind of business did he settle in the cities listed below?
   a. London -
   b. Paris -
   c. Frankfurt -
   d. Rome -

4. How many partners did Degas claim he had each year?

Exercise 4

Listen to Text C and check which statements below are true (T) and which are false (F).

	T	F
1. Degas got infected in Paris.	☐	☐
2. He got infected by a young American.	☐	☐
3. Degas settled first in New York, then in San Francisco.	☐	☐
4. Degas carried AIDS to New York and San Francisco.	☐	☐
5. He died in 1983, at the age of 32.	☐	☐
6. He infected over 1,500 men.	☐	☐

Exercise 5
Here is the final fragment of the broadcast about Kajetan Degas. Listen to Text D and fill in the empty spaces in the sentences below.

YOUR NOTES

1. According to the text, the causes of the illness were discovered by ______________________________ scientists.
2. The scientists separated ______________________ ______________________________________.
3. In Polish AIDS translates as ______________________ ______________________________________.
4. The reconstruction of Degas' ______________________ ______________________________ took six years.
5. The epidemiologists concluded that Degas is ______________________________________.
6. The epidemiologists consider him responsible for ______________________________________ and for the so-called "second-hand export", spreading the virus in Europe.

BACKGROUND NOTE

AIDS - Acquired Immune Deficiency Syndrome. It is an autoimmune disease, where antibodies attack the body's own tissues. AIDS specifically causes infections and rare types of cancer. It is a fatal disease in which certain high risk groups are more vulnerable than others.
HIV - human immunodeficiency virus
(Random House Encyclopedia)

Exercise 6
First read the statements below. Then listen to Text E which is about new regulations concerning prescriptions and prescription drugs in Poland. Check the statements which refer to the text most closely.

☐ 1. Physicians can prescribe two pharmaceuticals on a single prescription form.
☐ 2. Physicians can prescribe two containers of a single drug on one prescription form.
☐ 3. Two prescription forms are needed to prescribe a single pharmaceutical.
☐ 4. Physicians have to write down a patient's first and last name only.
☐ 5. Physicians have to write down a patient's first and last name, his age and address.
☐ 6. New regulations cause confusion in drug stores.
☐ 7. New regulations have not reached all drug stores causing confusion.
☐ 8. Because of the confusion in drug stores, patients are forced to choose one of the prescribed drugs.
☐ 9. Patients have to pay in full for all their prescription drugs.
☐ 10. Patients sometimes have to pay in full for some of their prescription drugs.

Exercise 7
Text F also concerns pharmaceuticals but this time from another angle. Listen to the text and do the following.

1. What is being held at the Palace of Science and Culture in Warsaw?
   - ☐ fair
   - ☐ conference
   - ☐ meeting
   - ☐ symposium

2. What is NOT being offered?
   - ☐ pharmaceuticals
   - ☐ medical instruments
   - ☐ herb concoctions
   - ☐ pseudo-pharmaceuticals

3. What is NOT allowed in Poland?
   - ☐ advertising pharmaceuticals
   - ☐ advertising foreign pharmaceuticals
   - ☐ buying foreign pharmaceuticals
   - ☐ prescribing foreign pharmaceuticals

4. As a result, Polish physicians
   - ☐ do not know about new pharmaceuticals.
   - ☐ are delayed in learning about new pharmaceuticals.
   - ☐ do not know about new foreign pharmaceuticals.
   - ☐ tend to prescribe old and familiar pharmaceuticals.

5. Check which of the following are given as the explanations of the physicians' confusion.
   - ☐ lots of new companies
   - ☐ lots of new pharmaceuticals
   - ☐ lots of new pharmaceutical catalogs
   - ☐ Poland's opening to the world

Your Notes

Exercise 8
Listen to Text G which deals with the financial problems of the Polish health system. Answer the questions below in Polish.

1. Write down all the words referring to health and medicine.

   ____

   ____

   ____

   ____

2. List the words used in the text referring to decreasing.

   a. ______________________________________

   b. ______________________________________

   c. ______________________________________

   d. ______________________________________

3. Which of the words you listed in point 2 modify the following words and phrases? Write them on the lines provided.
   a. ____________________ budżet
   b. deficyt ten ____________________
   c. ____________________ wydatków
   d. ____________________ przyjęć

Exercise 9
Now listen to Text G again and in English write what these figures stand for.

a. 500 billion złotys - ____
____

b. 80 - ____
____

c. 200 billion złotys - ____
____

d. 36 billion złotys - ____
____

e. 60% - ____
____

Exercise 10
Read the text below and without listening to the tape, supply as many missing words as you can. Then listen to Text H to verify your answers and, if necessary, to supply the missing words.

Eksperci ze ________________________________ (1) twierdzą, że wielka fala ______________________ (2) AIDS przyjdzie do Polski za pięć lat, a w tej chwili jest 1914 osób ______________________ (3) HIV i 78 __________________ (4) na AIDS. 37 osób już ______________________ (5). Nie wiadomo, co będzie za te 5 lat, miejmy nadzieję że do tego czasu już zostanie wymyślona jakaś ______________ (6), ______________________ (7) na tę koszmarną ______________________ (8).

Media

UNIT

6

(ACTFL Level: Advanced)

Exercise 1

What can you expect the texts containing the words listed below to be about? Write your answers in English in the spaces provided.

YOUR NOTES

1. filmy, aktorzy, kina, rekordy, najwięcej, najmniejsza ilość, najchętniej opisywana

2. wokalista, koncert, fani, show, trasa koncertowa, promuje

3. bestseller, ciąg dalszy, Scarlett O'Harra, Rhett Butler, Vivien Leigh, Clark Gable, Alexandra Ripley

4. Richard Chamberlain, urodził się, szkoła aktorska, występował na scenie, kontrakt z MGM, zgrał Hamleta, grywa w serialach telewizyjnych

5. uroczystość wręczenia Felixów, nagroda, kino europejskie, kino amerykańskie, publiczność

Exercise 2

Text A is about movies in the Guiness Book of World Records. Listen to the text and fill in the empty spaces in English in the box below.

Category	Name/Title/City	Amount/Quantity
Most names	____________	____________
____________	San Marino	____________
____________	____________	10 movie theaters for 12 million people
____________	____________	____________ in 1921
Biographies of actresses	____________	____________
____________	Charlie Chaplin	____________

Exercise 3

Here is another fragment of the same radio program. It also deals with unusual movie facts. Listen to Text B and answer the following questions.

1. Who was portrayed in almost 200 movies?

   ____

2. Put these names in the order in which they appear by writing the appropriate numbers in front of them.

   ____________ Adolf Hitler
   ____________ Henryk VIII
   ____________ Kleopatra
   ____________ królowa Wiktoria
   ____________ Włodzimierz Lenin

3. What movie titles in Polish can you hear in this passage? Write them down below in the spaces provided.

   a. ______________________________
   b. ______________________________
   c. ______________________________

YOUR NOTES

Underline the correct answers to the following questions.

4. Why is the 1984 American movie *May They Die Free* mentioned in the text?
   a. It was shown in 31 countries.
   b. It was censored in 31 countries.
   c. Its distribution was banned in 31 countries.
   d. Censorship in 31 countries intruded upon the contents of the movie.

5. *The Empire Strikes Back* was
   a. rented by the most video viewers.
   b. the first movie bought for video distribution.
   c. the first movie made by Lucas.
   d. the movie which set a record in box office earnings.

6. According to the text, Charlie Chaplin composed music to
   a. all his movies.
   b. his movies starting with *City Lights*.
   c. the movie *City Lights* only.
   d. all his movies except *City Lights*.

Exercise 4
Listen to Text C. When necessary, answer the questions in English. In the remaining exercises, underline the correct answers.

1. What kind of event is the text about?
   a. A new rock record
   b. A rock festival
   c. An interview with a rock star
   d. Rock concerts

2. What is the name of the group Ian Gillan used to sing in?

   ____

3. Why is the city of Poznań mentioned in the text?

   ____

4. According to the text, the new lead singer of the band, compared to Ian Gillan, is
   a. better.
   b. worse.

5. What Polish cities was he going to sing in?
   a. ____________________________________
   b. ____________________________________
   c. ____________________________________

6. What was the purpose of his tour?

   ____

Exercise 5
Text D is about the book *Gone with the Wind* and its sequel *Scarlett.* Listen to Text D and answer the following questions.

1. How is *Gone with the Wind* described?
   a. Literary bestseller and movie hit of the century
   b. Literary bestseller and movie hit of all time

2. What is the Polish equivalent of the title *Gone with the Wind*?

   ____

3. How much time did Ms. Ripley spend writing *Scarlett*?
   a. 3 months
   b. 13 months
   c. 30 months

4. How was the new novel received?
   a. It was abused by critics and ignored by the public.
   b. It was abused by critics and snatched up by the public.
   c. It was praised by critics and ignored by the public.
   d. It was praised by critics and snatched up by the public.

YOUR NOTES

5. *Scarlett* occupied the first place on the bestseller list in what countries ? (Write their names in Polish.)
   a. ______________________________
   b. ______________________________
   c. ______________________________

6. What cost $8 million?
   a. The salary of the actors playing the roles of Scarlett and Rhett
   b. Copyright for *Gone with the Wind*
   c. Copyright to film *Scarlett*
   d. Ms. Ripley's fee

Exercise 6

Text E is about Richard Chamberlain, a very popular actor in Poland. Listen to the text and match the words in Column A with the ones in Column B by drawing lines between them. They should form phrases and clauses in the same form as in the text.

1. sztuki
2. szkoła
3. kariera
4. podpisać
5. film
6. zagrać
7. serial

a. rolę
b. piękne
c. kontrakt
d. filmowa
e. aktorska
f. telewizyjny
g. kostiumowy

Exercise 7

Listen to Text E again. Where appropriate, write your answers in Polish in the spaces provided. Where necessary, check the correct answers.

1. Give the date and place of his birth.

   ____

   ____

2. According to the text, which was more important for Chamberlain:

☐ movies
☐ theater

3 What kind of education did he receive?

____

____

4. His interpretation of Hamlet was well received in England.

☐ Yes
☐ No

5. What are the titles of some of his movies mentioned in the text? (Sometimes some original English versions are given to help you in more difficult cases.)

a. ____
b. ____
c. ____
d. ____
e. ____
f. ____ (*Towering Inferno*)
g. ____ (*The Thorn Birds*)

6. What happened in 1961?

____

7. His role in which movie portrayed Chamberlain in a most unusual way?

☐ a. *Dr. Kildare*
☐ b. *Shogun*
☐ c. *The Thorn Birds*
☐ d. *Towering Inferno*

8. According to the text, he performs primarily in:

☐ a. plays
☐ b. movies
☐ c. TV series

9. Richard Chamberlain is living in California
   - ☐ a. with his wife.
   - ☐ b. with his two dogs.
   - ☐ c. with his children.
   - ☐ d. with his wife and children.

YOUR NOTES

Exercise 8

Listen to Text F. Do the following.

1. What kind of event does the text inform us about? Underline the appropriate phrase below.

   a. Beauty pageant
   b. Film festival
   c. Movie awards
   d. Song festival

2. When and where will this event take place? Fill out the table below in Polish.

a. Date	
b. Place	
c. Time	
d. Name of the award	

3. In the text you can hear the names of some European directors. Write down at least five of them. Among the names there are two Polish directors. Who are they? *(Tarkowski is a Russian director.)*

Exercise 9

1. Listen to Text F once again. How are the two movie-making schools characterized in the text? Fill out the table below. Write your answer in Polish.

American cinema and movies	European movies
a. filmy amerykańskie: ______________ ______________ ______________ ______________ b. kino amerykańskie: ______________ ______________ ______________ ______________	a. filmy europejskie: ______________ ______________ ______________ ______________

2. According to the text, what kind of movies do audiences prefer? Supply the missing Polish words below.
   a. ______________________
   b. dodające ______________________
   c. odwołujące się do ______________________

Exercise 10

In Polish, tell your Polish friend about your favorite actor. Start with his/her name, say if anything interesting happened in his/her childhood or teenage years, what you know about his/her parents and brothers and sisters, his/her best roles, the titles of the movies he/she played in, his/her hobbies, etc.

Political World

UNIT

7

(ACTFL Level: Advanced)

YOUR NOTES

Exercise 1
The majority of news items you are going to listen in this unit were broadcast at the time when Prime Minister Bielecki resigned and Mr. Olszewski started to form a new government. Which of the following clauses would you NOT hear in a news item about a change of cabinet? Check the correct choices.

☐ 1. wygłosić expose
☐ 2. udać się z wizytą
☐ 3. popierać nowy rząd
☐ 4. zagrozić sankcjami
☐ 5. podać się do dymisji
☐ 6. desygnować na premiera
☐ 7. sformować nowy gabinet

Exercise 2
The text you are going to hear for this exercise is about the Bielecki government. Jan Krzysztof Bielecki is the leader of the Liberal Democratic Congress. In 1991 he was nominated as Prime Minister and formed a cabinet. Listen to Text A and answer the questions in Polish.

1. Was his resignation accepted unanimously by the members of Parliament?

   ____

2. What was going to happen to Bielecki?

   ____

3. Who did not vote?

   ____

4. Why didn't they vote?

   ____

5. Who was Jan Olszewski at the time?

6. What did he need a week for?

7. Who was elected?

8. What is the "Little Constitution" mentioned in the text?

Exercise 3

Listen to Text B. Which of the parties listed beneath the table voted for Olszewski's resignation and which ones voted against? Write the appropriate parties in the table.

FOR	AGAINST

1. Unia Demokratyczna
2. Porozumienie Ludowe
3. Porozumienie Centrum
4. Polskie Stronnictwo Ludowe
5. Sojusz Lewicy Demokratycznej
6. Konfederacja Polski Niepodległej
7. Kongres Liberalno-Demokratyczny
8. Zjednoczenie Chrześcijańsko-Narodowe
9. Polskie Stronnictwo Ludowe Solidarność

Exercise 4

Now listen to Text C which lists the reasons for supporting the Prime Minister's withdrawal given by a member of the Democratic Left Alliance. In the speech, he enumerates the reasons (using the phrases: *po pierwsze*, *po drugie*, etc.) behind the decision. Put the numbers in front of the sentences below to reflect the order in which they appear in the text.

__________ the Prime Minister has no plan for averting the crisis

__________ the Prime Minister is not interested in the support of the Democratic Left Alliance

__________ the Prime Minister is withdrawing his nomination himself

__________ there is no clear and stable coalition supporting a new cabinet

__________ there is no guarantee of cooperation between the President, the Prime Minister and a new cabinet

YOUR NOTES

Exercise 5

Mr. Olszewski became a Prime Minister in December 1991. He was forced to quit in June 1992. The text you are going to hear had been broadcast before he became Prime Minister. Listen to Mr. Olszewski's biography presented in Text D. Write down the Polish equivalents of the following words and phrases and write them in the same form as they appear in the text.

1. became - ______________________________
2. brought up - ___________________________
3. defended - _____________________________
4. was designated - ________________________
5. edits - ________________________________
6. participated, took part - _________________
7. proposed - _____________________________
8. resigned - _____________________________
9. was a cosigner - _________________________

Exercise 6
Listen to Text D again. Fill in the empty spaces with the appropriate dates.

1. ____________ defends Kuroń, Modzelewski and Michnik
2. ____________ draws up the first Solidarity charter
3. ____________ journalist and reporter
4. ____________ signs a letter protesting the changes in the Constitution
5. ____________ it was proposed to him to form a cabinet

Exercise 7
Listen to Text D once more and answer the following questions. Write your answers in Polish in the spaces provided.

1. What is Mr. Olszewski's profession?

   ____

2. Olszewski protested against what changes in the Polish Constitution?

   ____

3. What two other lawsuits are mentioned in the text?

   ____

4. Why didn't he form a cabinet in December 1990?

   ____

5. What happened in October 1991?

   ____

Exercise 8
Text E is a summary of a poll conducted after the 1991 parliamentary elections in Poland. Listen to the text and do the following.

1. Check the reasons given by the pollees as to why they did not vote.
   - ☐ a. They are not interested in politics at all.
   - ☐ b. They are dissatisfied with the present government.
   - ☐ c. They could not decide which politician to vote for.

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☐ d. They do not believe that their votes could influence anything.

☐ e. They are disappointed with politicians who do not keep their promises.

2. Check the names of the parties that are mentioned in the text:

☐ a. Konfederacja Polski Niepodległej
☐ b. Kongres Liberalno-Demokratyczny
☐ c. NSZZ Solidarność
☐ d. Polskie Stronnictwo Ludowe
☐ e. Porozumienie Obywatelskie Centrum
☐ f. Sojusz Lewicy Demokratycznej
☐ g. Solidarność 80
☐ h. Unia Demokratyczna
☐ i. Wyborcza Akcja Katolicka
☐ j. Zjednoczenie Chrześcijańsko-Narodowe

Exercise 9
Listen to Text E again. Using the information you gathered in the previous exercise, in English finish the sentences below.

In the first part of the poll the pollsters asked for the reasons Poles declined to vote. These are the answers they got:

1. Fifty percent of the pollees think those not voting ______________________________
______________________________.

2. Forty-three percent of the pollees say ______________
______________________________.

YOUR NOTES

The other issue that interested the pollsters was the correspondence between who the voters said they would vote for and who they actually voted for (the difference between declared and real support/backing.) What did they find out?

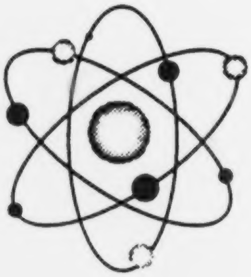
3. ____
had 38% real backing.

4. Negative 3% was the greatest discrepancy discovered in the case of ______________
____.

5. ____
had a slight percentage increase between declared and real support.

Exercise 10
Listen to the four texts (F1 through F4) and write the numbers of the appropriate texts in the boxes next to the summaries.

1. A meeting of the Supreme Political Council ☐
2. The President meets the Prime Minister ☐
3. The President meets the members of a parliamentary club ☐
4. A parliamentary club proposes the delegalization of martial law ☐



Science and Technology

UNIT

8

(ACTFL Level: Advanced)

YOUR NOTES

Exercise 1
The material in the following exercises is an abbreviated form of the text you will listen to in its full version in Exercise 10. Listen to Text A and check the phrase that summarizes it best.

☐ 1. Kinds of stars and their description
☐ 2. Thermonuclear reactions in the universe
☐ 3. The formation and evolution of the universe
☐ 4. Kinds of elementary particles and their interactions

Before listening to the remaining excerpts, think of what you know about the Big Bang theory.

Exercise 2
Listen to Text B and answer the following questions.

1. Write some cognates that appear in the text. To help you with this task, the words accompanying the cognates in this text are supplied below.

    a. ________________ Wszechświata
    b. ten ________________
    c. ułamków ________________
    d. rozpoczęły się ________________
    e. cząstkami ________________
    f. szum ________________
    g. stało się ________________

2. What is the Polish equivalent of the English word *billion* ?

    ☐ a. milion
    ☐ b. miliard
    ☐ c. biliard

3. *Ułamek sekundy* means

    a. a few seconds.
    b. one tenth of a second.
    c. an indefinite fraction of a second.

4. The first sentence states that matter was indefinitely hot and indefinitely dense. Which Polish word in the text refers to this condition?

5. What Polish equivalent expression to szum *radiowy* is used in the text?

6. What does the word *zjawisko* refer to? Write the Polish phrase that answers the question.

BACKGROUND NOTE

The **neutrino** is a neutral particle with less mass than the electron.
The **photon** is a quantum of light energy, the energy being proportional to the frequency of the radiation. (Random House Encyclopedia)

Exercise 3
Listen to Text B again. Number the sentences below according to the order they are read in.

_____ Dziesięć miliardów lat temu materia Wszechświata była nieskończenie gorąca i nieskończenie gęsta.
_____ Jako pierwsze pojawiły się swobodne neutrina.
_____ Milion lat później obok neutrin pojawiły się fotony.
_____ Nastąpił wybuch i ten moment uważany jest za początek naszego Wszechświata.
_____ Okazało się, że odbierane przez nas promieniowanie radiowe jest tym samym promieniowaniem, które 10 miliardów lat temu powstało w czasie wybuchu.
_____ Stan taki był nietrwały.
_____ Uniosły one w rozszerzający się świat, znaczną część energii.

_____ W 1964 roku radioastronomowie zaobserwowali, że z Wszechświata dobiega do nas ciągły szum radiowy.
_____ W ciągu pierwszych ułamków sekund po wybuchu tej niezwykle gęstej materii rozpoczęły się reakcje między cząstkami elementarnymi.
_____ Wszechświat wypełnił się neutrinami i fotonami.
_____ Wyjaśnienie tego zjawiska stało się sensacją.

Exercise 4
Listen to Text C. According to the text, check which statements are true (T) and which are false (F).

	T	F
1. Hydrogen atoms formed from cooling matter.	☐	☐
2. Stars and galaxies are mainly built of hydrogen atoms.	☐	☐
3. Stars formed from expanding clouds of hydrogen.	☐	☐
4. The temperature inside a star increases with its shrinking.	☐	☐
5. Thermonuclear reactions originate inside of stars with the increase of temperature.	☐	☐
6. All matter released in those reactions is carried away by neutrinos.	☐	☐

Exercise 5
Listen to Text D and in Polish write questions based on the text. Start your questions with the words given below.

1. Kiedy ...?
   ____

2. Kto ...?
   ____

3. Do czego ...?
   ____

4. Czym ...?
   ____

5. Co ...?
   ____

6. **Finish the definitions of these two kinds of stars.**
   a. Gwiazda supernowa to ____ .
   b. Gwiazdą neutronową nazywamy ______________________________________ .

Exercise 6
A. Listen to Text E and answer the following questions in Polish.

1. W którym roku wykryto tajemnicze sygnały pochodzące z kosmosu?
   ____
2. Jakie były impulsy i pauzy tych sygnałów?
   ____
3. Co nie mogło być źródłem tych sygnałów?
   ____
4. Jakie w związku z tymi pytaniami zadawano sobie pytanie?
   ____
5. Skąd pochodziły te sygnały?
   ____

B. In Polish, finish the definition of pulsars according to what you hear.
   Pulsary są to ____ .

Exercise 7
Text F is a logical continuation of Text E. The star mentioned in Text F is a pulsar. Listen to the text and finish the sentences below in Polish according to what you hear.

1. Silne pole magnetyczne gwiazdy sprawia, że _______________________________
   ____ .
2. Wiązka ta zakreśla w przestrzeni stożek __________________________________
   ____ .
3. Na ziemi promieniowanie takie pada _______________________________________
   ____ .

YOUR NOTES

Exercise 8
Listen to Text G and answer the following questions.

1. What does the pronoun *jej* in the first sentence refer to? (Circle the correct answer.)
   a. masa
   b. gwiazdy supernowej

2. What does the pronoun *nim* in the second sentence refer to? (Circle the correct answer.)
   a. obiektu
   b. pole grawitacyjne

3. How are black holes defined in the text? Finish the definition below according to what you hear.

   Czarnymi dziurami nazywamy

   ______________________________.

4. What pronoun refers to the phrase *do czarnej dziury*? Write it in Polish on the line below.

   ____

Exercise 9
First read the questions from Text G below. Then listen to the text and answer the questions in English.

1. What happens if the matter left after an explosion of a supernova star is big enough?

   ____
   ____
   ____

2. What does the gravitational force around such an object do?

   ____
   ____
   ____

3. What is one of the hypotheses concerning black holes?

____

____

Exercise 10

Now listen to the whole text,Text H, to reconstruct the various stages in the development of the universe. In English, fill in the empty spaces in the sentences below. If necessary return to any of the earlier exercises.

1. The Big Bang took place ________________________________ .
2. ________________________________ appeared first.
3. Photons appeared ________________________________ .
4. ________________ were created a million years later out of cooling matter.
5. Stars and galaxies are created out of ________________________ .
6. Thermonuclear reactions ________________________________ .
7. Stars contract due to ________________________________ .
8. Exploding stars are called ________________________________ .
9. Pulsars send out ________________________________ .
10. Black holes appear as a result of ________________________ .

Society in Transition

UNIT

9

(ACTFL Level: Advanced)

YOUR NOTES

Exercise 1

The recent political and economic changes in Poland brought about an increase in crime and a simultaneous weakening of the police.

In the texts you are going to hear, there are many words related to crime and how to combat it. Divide the words in the box below into two groups: one group consisting of words relating to the police; the other the words relating to crime and criminals. Write the words in the appropriate columns.

1. funkcjonariusz
2. gang
3. komenda
4. kradzież
5. patrol
6. przestępca
7. włamanie
8. złodziej

Police	Criminals
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

Exercise 2

Listen to Text A and Text B. What are they about? Write the letter of the appropriate text in the spaces provided below.

a. Stealing cars and selling them ____________________

b. Stealing cars and selling their parts ________________

Exercise 3

Listen to Text A. Answer the following questions in Polish.

1. Where are the cars kept?

____

____

2. What make are the cars?

3. Who caught the thieves?

4. How many thieves were in the group?

5. How old were the thieves?

6. How much time did they need to replicate the keys?

7. How much did they sell the stolen cars for?

8. Did they supply any documents with the cars?

9. How many cars did the police get back at the time of the broadcast?

Exercise 4

Listen to Text B. Check which of the following statements are false (F) and which are true (T).

		T	F
1.	40 to 70 cars are stolen every day in Warsaw.	☐	☐
2.	A gang of young thieves specializing in breaking into and stealing cars was caught at Legionowo.	☐	☐
3.	The youngest member of the gang was 14 years old, the oldest was 16.	☐	☐
4.	In a period of a few months they committed 100 crimes.	☐	☐
5.	The gang consisted of ten persons.	☐	☐
6.	The stolen cars were transported to mechanics who disassembled them.	☐	☐
7.	The stolen cars were cut into pieces to make identification impossible.	☐	☐
8.	The gang members got 2 - 4 million zlotys per car.	☐	☐
9.	The gang stole cars during a change of police shifts.	☐	☐
10.	Young thieves go practically scot-free.	☐	☐

Exercise 5
Listen to Text C and supply the missing information. Write your answers in Polish in the spaces provided.

YOUR NOTES

1. Place of the conference:

   ____

2. Topic of the conference:

   ____

   ____

3. The International Labor Office's prognosis on unemployment: ______________________

4. Number of unemployed persons in the following year according to:
   a. The Central Planning Office: ______________
   b. The Council of Ministry: ________________

5. Nationalities that find jobs in Poland (even in the regions where unemployment is high):

   ____

   ____

Exercise 6
Listen to Text D and fill out the following table. Rewind the tape as many times as necessary.

	POLAND	HUNGARY	CZECHO-SLOVAKIA
Number of unemployed			
Percentage of the total number of employed			
Number of people living below the poverty line		N\A	
Number of people living on unemployment benefits	N\A		N\A

Exercise 7
Text E is the last part of the previous series of texts. Listen to the text and answer the following questions in Polish.

1. What could Poles learn from Czechs and Slovaks?
   a. ______________________________
   b. ______________________________
2. What could Poles learn from Hungarians?
   a. ______________________________
   b. ______________________________
3. What is the title that Mr. Ferenc Munkaszi of Hungary and Ms. Olga Tosecka of Czecho-Slovakia have?
   ____
4. What is the last reason for mutual cooperation between the three countries mentioned in the text?
   ____

Exercise 8
The latest political and economic changes in Poland have brought about some changes in the school system. Text F is about some of these changes.

1. Listen to the text and write down the Polish equivalents of the following words and phrases appearing in the text.
   - a. curriculum -
   - b. educational system -
   - c. optional classes -
   - d. school of liberal arts -
   - e. tuition fee -
   - f. vocational school -
2. There are two acronyms appearing in the text. Write what they stand for in Polish.
   - a. MEN -
   - b. ZNP -

YOUR NOTES

Exercise 9

i. Keep in mind that when you listen to the text, you do not have to understand or look up each word. The questions you are asked are meant to direct your attention to the essential information in the text. Listen to Text F once more. Answer the following questions in Polish.

1. What percentage of the tuition are parents paying, according to the Department of Education?
2. How many students are attending schools at the moment?
3. What percentage of the tuition are parents paying, according to teachers?
4. What changes in the curricula are proposed?

5. What does the research say about investing in the educational system?

____

6. Is this opinion shared by Polish policymakers?

____

ii. Read the following statements. Listen to Text F for the last time and check which of the statements are true according to the text.

☐ 1. There is a discrepancy among the various institutions' estimates as to the amount of tuition that parents will have to cover.

☐ 2. There is a discrepancy among the various institutions' estimates as to the amount of tuition that parents are currently paying for their children's studies.

☐ 3. The proposed plan of changes suggests altering the existing curricula by reducing the amount of facts that students have to learn.

☐ 4. The proposed plan of changes suggests depoliticizing the existing curricula.

☐ 5. The curricula of various kinds of schools should be similar to produce graduates with equal education and opportunities.

Exercise 10

In Polish explain the situation of the unemployed in the U.S. What kind of financial help do they receive? Does the state offer any assistance? What role do trade unions play in assisting the unemployed? Are there any educational programs retraining the unemployed that you are aware of? Say as much as you can on this subject.

Sports

UNIT

10

(ACTFL Level: Advanced)

YOUR NOTES

Exercise 1
Give the English equivalents of the following sports:

a. piłka nożna - ______________________________
b. siatkówka - ______________________________
c. kolarstwo - ______________________________
d. koszykówka - ______________________________
e. pływanie - ______________________________
f. szermierka - ______________________________
g. piłka ręczna - ______________________________
h. skoki narciarskie - __________________________
i. podnoszenie ciężarów - ______________________

Exercise 2
You will hear six short sports news items in this exercise (Texts A1 thru A6). Listen to those items and write the number of the corresponding Polish text next to the English sport below.

1. Handball - ______________
2. Marathon race - ______________
3. Soccer - ______________
4. Table tennis - ______________
5. Tennis - ______________
6. Volleyball - ______________

Exercise 3
Now listen to Text A1 again. Check the correct answers.

1. Where did the tournament take place?
   - ☐ a. Belgium
   - ☐ b. Denmark
   - ☐ c. Holland
   - ☐ d. Poland

2. What was the result of the game in the text?

- ☐ a. Belgium - Poland 24-18
- ☐ b. Denmark - Poland 18-24
- ☐ c. Poland - Belgium 24-18
- ☐ d. Poland - Denmark 18-24

3. Which place did Poland take in the tournament?

- ☐ a. First
- ☐ b. Second
- ☐ c. Third
- ☐ d. Fourth

4. What other tournament is mentioned in the text?

- ☐ a. Women's basketball
- ☐ b. Women's handball
- ☐ c. Men's basketball
- ☐ d. Men's volleyball

5. The result given in the text shows that Poland

- ☐ a. tied.
- ☐ b. lost.
- ☐ c. won.

Exercise 4
Now listen to Text A6 and supply the missing information in the table below. Write your answers in Polish.

The sport:	
The place:	
The winners:	
Their opponents:	
The result:	
The title won:	

YOUR NOTES

Exercise 5
Here is another text about tennis. Listen to Text B and answer the following questions in Polish.

1. What is the name of the tournament?

   ____

2. Where is it held?

   ____

3. What are the nationalities of the two tennis players listed in the text?
   a. Pat Cash - ____________________
   b. Jan Simerink - ____________________

4. Which of these players lost their games and which advanced?
   a. Boris Becker - ____________________
   b. Pat Cash - ____________________
   c. Jan Simerink - ____________________

5. What was the result of the match between Becker and Simerink?

   ____

   ____

Exercise 6

Text C is about Michael Jordan. Listen to the text and check which of the following statements are true (T) and which are false (F).

	T	F
1. Michael Jordan was chosen the Number 1 World Athlete by Sports Illustrated magazine.	☐	☐
2. Michael Jordan was 28 at that time.	☐	☐
3. He played for the Chicago Bulls.	☐	☐
4. The team became the NBA champion that year.	☐	☐
5. The Cleveland Cavaliers lost 80-148 to Miami Heat.	☐	☐
6. The 68 point difference was the biggest in the history of the professional basketball league.	☐	☐

Exercise 7

Text D is about the disqualification of two athletes. Listen to Text D and check the correct answers.

1. What disciplines do they represent?

☐ a. basketball
☐ b. hurdles
☐ c. ski jumping
☐ d. weight lifting

2. What are their nationalities?

☐ a. Chinese
☐ b. Danish
☐ c. Finnish
☐ d. Polish

3. Which of them was disqualified and for how long? Write the name of the athlete on the apprropriate line.

a. 2 years - ______________________ ______________________
b. 12 years - ____
c. 20 years - ____
d. life - ____

YOUR NOTES

Exercise 8
Listen to Text E. Answer the questions below in English.

1. Why were several soccer matches postponed?

____

2. Where were the matches to be held?

____

3. How many matches were postponed in the first division?

____

4. Which match is mentioned in the text?

____

5. What was the result of the match?

____

6. Which club is the leader of the first division?

____

Exercise 9
Listen to Text F and check the correct answers.

1. What sport does Werner Ratmayer do?

☐ a. biathlon
☐ b. bobsled
☐ c. ski jumping
☐ d. slalom

2. Ratmayer was

☐ a. a teenager.
☐ b. in his twenties.
☐ c. in his thirties.

3. What nationality is Ratmayer?

- ☐ a. Austrian
- ☐ b. Belgian
- ☐ c. Czech
- ☐ d. German

4. How were the following athletes classified in the World Cup?

a. Ernst Vettrie - ________________
b. Frantiszek Jeż - ________________
c. Werner Ratmayer - ________________

Exercise 10
Listen to Text G and check the best title for it.

- ☐ 1. Olympic Games 2000 in China
- ☐ 2. Beijing Wants the Olympic Games to be Held in China
- ☐ 3. The International Olympic Committee Meets in Beijing
- ☐ 4. Chinese Prime Minister Li Peng Invited to Address the International Olympic Committee

Announcements

UNIT

11

(ACTFL Level: Advanced Plus)

Exercise 1
Texts A and B are announcements of two movies. Listen to the texts and answer the following questions.

YOUR NOTES

1. What category do both movies belong to?

   ☐ a. documentary
   ☐ b. educational
   ☐ c. animated
   ☐ d. feature

2. What is the topic of both movies?

   ☐ a political
   ☐ b. economic
   ☐ c. psychological
   ☐ d. science-fiction

3. At what time will both movies be shown?

   ☐ a. 2:10 p.m.
   ☐ b. 8:10 a.m.
   ☐ c. 8:10 p.m.
   ☐ d. 12:10 p.m.

4. The countries the movies were made in

   ☐ a. China.
   ☐ b. France.
   ☐ c. Poland.
   ☐ d. Denmark.

BACKGROUND NOTE

Cultural Revolution, a radical sociopolitical movement in China from 1966 to 1971, ledby Mao Zedong and characterized by military rule, terrorism, purges, and the re structuring of the educational system. (Random House Dictionary, 2nd ed., p.488)

Exercise 2
Listen to Texts A and B once more. Answer the questions below in Polish.

1. Who is the protagonist of the movie in
   a. Text A? - ______________________________
   b. Text B? - ______________________________

2. Which of the movies shows
   a. behavior in a decisive historic moment? - ____________________
   b. extreme human attitudes in a correctional camp? - ________________

3. Which of the movies was NOT shot in the location where the action originally took place?

   ____

4. Which of the movies had already been shown in the Polish movie theaters?

   ____

Exercise 3
Text C presents some movies that were planned to be shown on the first channel of Polish television. Listen to the text and fill out the table below. Which of these movies would you like to see?

Date	Title	Country of production	Director
10 stycznia			
	"Bokassa"		
		USA	
25 stycznia			
Luty, czwartki			
		Niemcy	

Exercise 4
Listen to the rest of the schedule (Text D). You are interested in the programs concerned with the topics listed below. Write the titles of the programs and the times at which they are shown.

YOUR NOTES

	Time	Title
1. news		
2. economics		
3. theater - play		
4. reporting from Yugoslavia		
5. programs on New Year's Eve		

Exercise 5

1. The Polish *Andrzejki* holiday resembles slightly St. Valentines day. If you know something about this tradition in Poland write your answer below and then listen to Text E. If not, first listen to the text and write what you can infer about celebrating it and in what way it is different from Valentine's Day. Write your answers in English in the spaces provided.

2. There are several kinds of fortune telling mentioned in the text. List them below in Polish. Do you know any of them? Have you ever met with any of them?
   a. ____________
   b. ____________
   c. ____________
   d. ____________

3. What does wax in the shape of a tree mean for a single woman? Answer the question in Polish below.

Exercise 6
Barbórka, Barbara's name day, celebrated on the 4th of December in Poland, is traditionally a holiday of one professional group. First, think of what you know about Barbórka, the patron saint of the profession. Then, listen to Text F and do the following.

1. Check the profession whose day is celebrated on the 4th of December.

   ☐ a. Pilots
   ☐ b. Miners
   ☐ c. Sailors
   ☐ d. Farmers

2. Which of the following adjectives is NOT listed as describing their work in the text?

   ☐ a. difficult
   ☐ b. respected
   ☐ c. dangerous
   ☐ d. responsible

3. Which wishes are NOT mentioned in the text?

   ☐ a. good health
   ☐ b. lots of money
   ☐ c. success at work
   ☐ d. satisfaction with work
   ☐ e. happiness in private life

4. The speaker extends the wishes on

   ☐ a. her own behalf.
   ☐ b. the behalf of the program.
   ☐ c. the behalf of the station.
   ☐ d. the behalf of television.
   ☐ e. does not specify.

Exercise 7
Listen to the text about the kidnapping of a child in a Polish city (Text G). Answer the questions below.

YOUR NOTES

1. What three phrases in the text show where the kidnapping took place?
   a. ______________________________
   ____
   b. ______________________________
   ____
   c. ______________________________
   ____

2. What words and/or phrases in the text show that the kidnapper was a foreigner?
   a. ______________________________
   ____
   b. ______________________________
   ____

3. Porywacz pytał dzieci o

   ☐ a. stację autobusową.
   ☐ b. stację benzynową.
   ☐ c. stację kolejową.

4. What steps did the police take to find the child and catch the kidnapper?
   a. ______________________________
   ____
   b. ______________________________
   ____
   c. ______________________________
   ____

5. Imagine you saw a child that resembles the kidnapped one or a man resembling the kidnapper. What are the characteristic features given in the announcement? Listen to Text H and in English fill out the empty spaces below.

Kidnapper

Sex ______________________
Age ______________________
Build ______________________
Hair ______________________
Eye color ______________________
Clothing ______________________

Kidnapped Child

Name ______________________
Sex ______________________
Age ______________________
Build ______________________
Hair ______________________
Eye color ______________________
Clothing ______________________

BACKGROUND NOTE

License plates in Poland have black background with white letters.

Exercise 8

Listen to Text I and check which of the statements below are true (T), which are false (F) and which are not mentioned in the text (N/A).

	T	NF	N/A
1. Wajda's movies were to be shown at the National Gallery in Washington, D.C.	☐	☐	☐
2. 23 feature movies, 3 TV movies and 1 documentary were shown.	☐	☐	☐
3. None of those movies have ever been shown in the States.	☐	☐	☐
4. The feature movie Popiół i diament, made in 1958, was the most awaited one.	☐	☐	☐

	T	F	N/A
5. The movie Pierścionek z końskiego włosia was not presented as the director decided to change it.	☐	☐	☐
6. The hosts invited Wajda for the show.	☐	☐	☐
7. Wajda is considered to be one of the most important contemporary movie makers in the world.	☐	☐	☐

YOUR NOTES

Exercise 9

Text J is about the meteorological situation in Poland during the exceptionally hot summer of 1992.

1. Listen to the text and explain in English why the following places are mentioned in it.

   a. Warszawa - ______________________________
   ____

   b. województwo zielonogórskie - ______________________________
   ____

   c. Kołobrzeg, Ustka - ______________________________
   ____

   d. Hel - ______________________________
   ____

   e. województwa siedleckie, białostockie, łomżyńskie
   ____
   ____

2. How did the weather influence public health?
   ____
   ____

3. What should you do if you wanted to take a walk in a forest, woods, etc.?

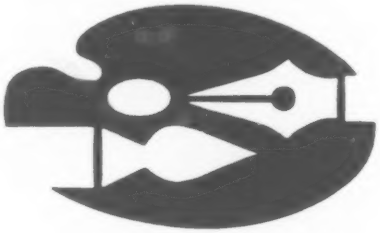
   ____

4. Was there anything done to guarantee the supply of drinking water in Warsaw? If so, what were the precautions?

   ____

Exercise 10

You have a collection of slides taken during your trip across the United States. You want to show the slides to your Polish friends. In Polish, write an invitation stating the nature of the event and what will accompany it (tea, dinner, supper), when and where it will be held. Also ask your friends to reply to your invitation.



Art

UNIT

12

(ACTFL Level: Advanced Plus)

YOUR NOTES

Exercise 1

This exercise will help you refresh your memory of vocabulary related to the theater and drama. Below is a list of Polish words. Read the vocabulary list and then decide which items are related to art, the subject of this unit. Indicate your choices by putting a check mark in the provided box.

☐ 1. arena
☐ 2. spektakl
☐ 3. baletnica
☐ 4. scenograf
☐ 5. szczepienie
☐ 6. inscenizacja
☐ 7. jednoaktówka
☐ 8. nieruchomość
☐ 9. przedstawienie
☐ 10. charakteryzacja

Exercise 2

Text A is an introduction to a broadcast. Listen to the text and answer the following questions in Polish.

1. What was the occasion for airing this broadcast?

   ____

   ____

2. What is unusual about Zapasiewicz's appearance?

   ____

   ____

3. Now, imagine that you were asked to help prepare a poster announcing the play. Supply the missing information in the 'poster' on the next page.

____
(name of the theater)

____
(title of the play)
Wiliam Szekspir

Laco Adamik - ____________________________________
(function)

Barbara Kędzierska - ________________________________
(function)

________________________________ - ------------ Prospero
(name of the actor)

________________________________ - ------------ Kaliban
(name of the actor)

BACKGROUND NOTE

Feuilleton: a part of a European newspaper devoted to light literature, fiction, criticism, etc. (Random House Dictionary, p. 712)

The Tempest is a comedy by William Shakespeare. The play recounts how Prospero, the unseated duke of Milan, regains his throne after a tempest shipwrecks his usurpers on the enchanted isle where he lives with his daughter Miranda, the slave Caliban, and the spirit Ariel. Everyone then returns to Naples for the wedding of Miranda to Ferdinand, the king's son. It is Shakespeare's last complete work. (Random House Encyclopedia)

Exercise 3
Listen to Text B and do the following.

1. Below are a number of phrases from Text B. Number the phrases from one to seven as you hear them in the text.

____________ świat ludzki
____________ magiczna pałeczka
____________ telewizyjna inscenizacja

__________ autorka wizji plastycznej
__________ realizator przedstawienia
__________ środki artystycznego wyrazu
__________ interpretacja telewizyjnego widowiska

2. Which of the above phrases are used to characterize:
   a. Laco Adamik? - ______________________
   b. Barbara Kędzierska? - ________________

Write the appropriate phrases in the space provided in the forms they appear in the text.

YOUR NOTES

Exercise 4
Text C contains a quotation from a book on Shakespeare's dramas by Professor Jan Kott. Listen to the text and answer the questions below in English (the first three are of the fill-in-the-blanks type.)

1. According to Professor Kott, The Tempest is:
   a. ______________ and ______________
   b. ______________ and ______________ .

2. When The Tempest is seen as a renaissance, humanist drama, it will become a drama of:
   a. ____________________________
   b. ____________________________
   c. ____________________________

3. When interpreted as a renaissance drama, The Tempest will revive topics such as:
   a. ____________________________
   b. ____________________________
   c. ____________________________
   d. ____________________________
   e. ____________________________
   f. ____________________________

4. How do the majority of critics interpret The Tempest?

BACKGROUND NOTE

Jan Kott is a Polish literary critic living in London. The book Szekspir Współczesny, from which the quotation comes, is one of his works.

Exercise 5
Text D is mainly about the reception of The Tempest in Poland and the present production. Listen to the text and answer the following questions in Polish.

1. When was The Tempest written?

2. When was the first time it was produced in Poland?

3. How many Polish translations of The Tempest are there?

4. When was it produced before?

5. Who played the roles of Prospero and Caliban in the production?

6. Were the viewers expected to notice that the same actor played two different roles?

Exercise 6
Listen to Text E and check which of the following statements are true (T) and which are false (F).

	T	F
1. Laco Adamik and Zbigniew Zapasiewicz decided to stress similarities between Prospero and Caliban.	☐	☐
2. According to Zapasiewicz, Caliban's role might have been played differently if the roles of Prospero and Caliban had been played by two actors.	☐	☐
3. Zapasiewicz says that they exaggerated the differences between Prospero and Caliban on purpose.	☐	☐
4. Zapasiewicz hopes that the less refined viewers did not notice that he played two roles.	☐	☐
5. Zapasiewicz hopes that viewers will like the production.	☐	☐
6. Zapasiewicz stresses the fact that the two characters could be presented differently.	☐	☐

Exercise 7
In Text F Zapasiewicz talks about his interpretation of the relationship between Prospero and Caliban. Listen to the text and in Polish write the characteristics of Prospero and Caliban in the table.

Prospero	Caliban

Exercise 8

In this part of his monologue, Zbigniew Zapasiewicz lists the reasons for which he and the director decided that he would play the roles of Prospero and Caliban. Listen to Text G and check the reasons given by Zapasiewicz.

☐ 1. Zbigniew Zapasiewicz likes to play varied roles.

☐ 2. The director wanted to experiment with one actor in two roles.

☐ 3. The actor who was supposed to play the role of Caliban got sick.

☐ 4. The director could not find another actor to play the role of Caliban.

☐ 5. Zbigniew Zapasiewicz likes to discover various personalities in himself.

☐ 6. Laco Adamik and Zbigniew Zapasiewicz wanted to transfer Zapasiewicz's experience from playing different characters to The Tempest.

Exercise 9

In Text H Zapasiewicz reveals some technical tricks used in their production of The Tempest. Listen to the text and answer the questions below in Polish.

1. What are the two main tricks used to characterize Caliban?

   a. ______________________________

   ____

   b. ______________________________

   ____

2. How does Zapasiewicz see the difference between stage theater and TV theater?

   ____

   ____

3. In what manner was the production shot?

   ____

   ____

4. Why is Zapasiewicz pleased with the production?

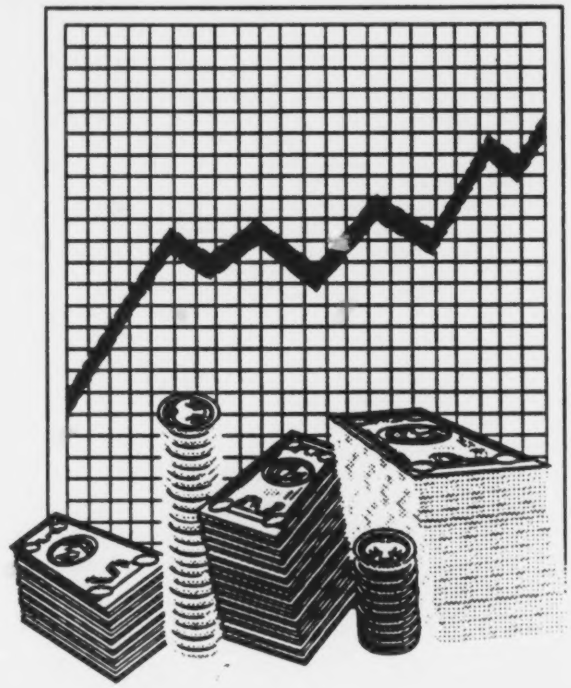
   ____

   ____

Exercise 10

Now recall all the texts you have heard in this unit and in one sentence write the main idea of Zapasiewicz's monologue. Write your answer in Polish in the space provided.

YOUR NOTES



Economic Changes

UNIT

13

(ACTFL Level: Advanced Plus)

The texts in this unit are an interview with Mr. Andrzej Lubbe, the Undersecretary of the Central Department of Planning.

Exercise 1

The texts you will listen to in this unit deal with the problems Poland faces trying to join the European Community. Think about what kind of changes it means for a country that has a socialist economic system to switch to a free market economy. What do you think the implications can be in terms of international trade, customs, prices, the variety of products on the markets, competition, etc.? Read the questions below and check the boxes according to what you think (T=tak, N=nie, TP=trudno powiedzieć.) Of course, there are no true and false answers here. Doing this exercise is meant to prepare you for what you can expect to hear in this unit.

Czy myślisz, że	**T**	**N**	**TP**
1. w takim kraju zwiększy się różnorodność towarów na rynku?	☐	☐	☐
2. przeciętna cena towarów wzrośnie?	☐	☐	☐
3. zwiększy się konkurencja?	☐	☐	☐
4. obywatele takiego kraju będą nieprzychylnie nastawieni do krajów eksportujących i ich produktów?	☐	☐	☐
5. wzrośnie zależność takiego kraju od międzynarodowych organizacji gospodarczych?	☐	☐	☐

Exercise 2

Listen to Text A and write down all cognates that you hear. Write them in the same form as they are used in the passage.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

6. ____________________
7. ____________________
8. ____________________

Abbreviation:
EWG = *Europejska Wspólnota Gospodarcza* - European Community

Exercise 3
Listen to Text A again and check the sentence that best summarizes the passage.

The anchorman in the passage

☐ 1. compares the efficiency of the socialist economy and the free market economy in Poland.
☐ 2. compares the differences in status between a temporary member and permanent member of the European Community.
☐ 3. compares the effects of Poland joining the Council of Europe versus the European Community.
☐ 4. compares the effects of Poland joining the European Community slowly versus quickly.

Exercise 4
As you heard in Text A, Mr. Lubbe, the Undersecretary of the Central Department of Planning, is the guest on the show. Now listen to Text B and to his answer to the first question. Then, read the incomplete sentences below to get an idea what the first passage is about and what to pay special attention to. Fill in the empty spaces in the sentences. (Notice that the sentences are not a word-for-word transcription of the passage.)

1. Przy okazji umowy o stowarzyszeniu z EWG wiele mówi się o sprawie ________ (a).
2. Jedni twierdzą, że powolne ich ____________________ (b) jest dla Polski niezwykle ____________________ (c).
3. Drudzy widzą w tym poważne ____________________ (d).
4. Fakt przystąpienia do ______________ (e) za ______________ (f) lat przyniesie dla Polski zarówno ______________ (g), jak i ______________ (h).
5. Konieczność ______________ (i) ceł przy otwieraniu się naszej ______________ (j) stanowi dla Polski wielkie ____________________ (k).

Exercise 5

I. Below you can see a list of set expressions which you will hear in the next passage. The expressions have, however, been scrambled. Match the words in the left-hand column with the appropriate words in the right-hand column to form the complete expressions. Draw lines between them.

1. być w stanie
2. opłata
3. rozwiązanie
4. rozwój
5. stosunki
6. wynegocjować

a. celna
b. umowę
c. wypadków
d. z zagranicą
e. na krótką metę
f. się dostosować

II. Now give the English equivalents of these phrases. Keep the left-hand column order of phrases (i.e. the equivalent of the expression beginning with *być w stanie* will be the first, etc.)

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____
6. ______________________________
____

YOUR NOTES

Exercise 6

Now listen to Text C and check which of the following statements are true (T), which are false (F), and which are not applicable (N/A) according to the passage.

	T	F	N/A
1. Mr. Lubbe foresees a lot of international incidents in the future as a result of tariffs.	☐	☐	☐
2. Weak Polish enterprises will be helped through the rough period.	☐	☐	☐
3. The German economy should be a model for the Polish economy.	☐	☐	☐
4. According to the Undersecretary, the West made bigger concessions than Poland did.	☐	☐	☐
5. No country can function and develop properly behind the barrier of high tariffs.	☐	☐	☐
6. Nevertheless, to survive Poland will have to introduce high tariffs on foreign goods for a short period of time.	☐	☐	☐
7. Lowering tariffs is necessary to have normal relations with foreign partners.	☐	☐	☐

Exercise 7

Listen to Text D and finish the following sentences on the basis of what you hear.

1. The consumer will not gain anything immediately due to ______________________ .
2. The effects of economic processes can be noticed ______________________ .
3. The liberalization of the economies will bring the following effects:
   a. ____
   b. ____
   c. ____

Exercise 8

As in any improvised speech, there is a lot of repetition, explanations of unclear statements, cross references, etc. Listen to Text E and write down what words or phrases refer to the following statements. Write your answers in Polish in the space provided.

1. wyrwać się spod jednego młota - ______________________________
2. Mówi się o tym, że np. programy gospodarcze, generalne decyzje gospodarcze, ekonomiczne będą musiały być konsultowane z Brukselą, że nic nie będziemy mogli zrobić samodzielnie. - ______________________________

3. (może dojdziemy do) takiego stanu - ______________

____

4. za 10 - za 15 lat - ______________

____

5. tego (uczyć) - ______________

____

YOUR NOTES

Abbreviation:
RWPG = *Rada Wzajemnej Pomocy Gospodarczej* -
Council for Mutual Economic Aid/Assistance

BACKGROUND NOTE

Council for Mutual Economic Aid/Assistance (COMECON): trade organization formed in 1949 by the USSR and six East European communist nations in response to the Marshall Plan in Western Europe. The USSR, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Albania, and East Germany were the initial members, with Cuba joining in 1972 and Vietnam in 1978. Instead of setting up one large market, the council established a series of bilateral trade agreements but provided for no uniform price system, thus hindering economic development. Dismantled in 1990.

European Economic Community (EEC): the principal economic organization of the European Communities, devoted to regional integration of W and S Europe. The EEC, established in 1957, originally consisted of six members: Belgium, France, West Germany, Italy, Luxembourg, and the Netherlands; Denmark, Ireland, and the United Kingdom joined in 1973; Greece joined in 1981; and Spain and Portugal became members in 1986. The original purpose of the EEC was to eliminate tariffs between members and erect a common tariff barrier against non-members. The second stage saw the facilitation of free movement of goods, services, labor, and capital in a common market between members; in 1979 a common currency for exchange transactions was instituted. Members employ a common taxation system,

(Background Note continued)

the value-added tax. The Common Agricultural Policy (CAP) has consistently been the subject of greatest conflict within the community. Many other countries have associate status with the EEC. (Random House Encyclopedia)

Exercise 9

This exercise will give you practice in looking for specific information in a text. Below is a list of questions about Text E. Listen to the text to find out whether you can answer these questions. Put a check mark next to the questions that can be answered on the basis of given information.

☐ 1. What rumors are circulating about Poland's attempts to join the EC?
☐ 2. On what decisions will Poland have to consult with the EC?
☐ 3. When can Poland make its decisions independent of Brussels?
☐ 4. According to the Undersecretary, is the fact that in the future Poland will be able to join EC considered positive for the country?
☐ 5. What will be Poland's first step towards joining the EC?
☐ 6. When must Poland consult with the EC on its decisions?
☐ 7. When will Poland become a member of the EC?
☐ 8. What will Polish society, administrations, and institutions have to learn?
☐ 9. What will be the future import-export ratio between Poland and the EC?

Exercise 10

Below is a list of phrases whose equivalents you heard in the passages in this unit. Write the missing words on the lines to reconstruct the phrases. The number of lines equals the number of missing words. If necessary listen again to the passages marked in the parentheses.

1. *obustronne obniżanie ceł* - obniżanie ceł z ____________ ____________ (Text B)
2. *tymczasowe rozwiązanie* - rozwiązanie na ____________ ____________ (Text C)
3. *stosunki zagraniczne* - stosunki z ______________________ (Text C)
4. *oferta rynkowa* - oferta na ____________________ (Text D)
5. *mamy mało czasu* - mamy trochę czasu ale ________ ________ ________ (Text E)

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Environment

UNIT

14

(ACTFL Level: Advanced Plus)

In this unit you are going to listen to a series of texts that originally formed a single broadcast.

Exercise 1

1. You are going to hear in the first text four words used to define the environment people used to live in long time ago. Listen to Text A and write down these words (in the nominative, singular case) and give their English equivalents.

	POLISH	ENGLISH
a.	______________________	______________________
b.	______________________	______________________
c.	______________________	______________________
d.	______________________	______________________

2. How does the speaker differentiate the situation of man in the past as opposed to modern times? Summarize it in English in the spaces provided below.

____

____

____

BACKGROUND NOTE

The Paleolithic Age, or Old Stone Age was a period in man's evolution in which he used stone tools and weapons and had a hunting and food-gathering economy. Lower Paleolithic man (before about 220,000 BC) used chipped stone artifacts; Middle and Upper Paleolithic cultures also ground and polished stones. (Random House Encyclopedia)

Exercise 2

Before listening to Text B, match the following noun phrases (you will hear them in the text) by drawing lines. If you have any problems, try matching them while listening to the text. Make sure you know the meanings of all of them.

1. gatunek
2. współczesna
3. czasokres
4. choroba
5. świat
6. stan
7. nienajgorsze
8. układ
9. adaptacja

a. biologiczna
b. wyniki
c. ludzki
d. uzębienia ludzkiego
e. cywilizacja
f. zakaźna
g. zębowy
h. zwierzęcy
i. życia ludzkiego

Exercise 3
First read the questions below. Then listen to Text B and answer the questions in Polish in the space provided.

1. What is the speaker's opinion about man's adaptation to modern civilization?

   ____
   ____
   ____

2. What was the average length of a human life 20-30 thousand years ago?

   ____

3. What were the main causes of people's deaths in the past?

   a. ____________________
   b. ____________________
   c. ____________________

4. What example does he give to support his statements?

   ____
   ____
   ____

5. What is the average length of man's life today?

   a. ____________________
   b. ____________________

Exercise 4
Text C is about the immune system. Think of what you know about it. If necessary, read the background note on the next page. Then listen to the text and answer the following questions in Polish.

1. The attention of biological and medical studies in the last decade have focused primarily on what topic?

   ____
   ____
   ____

2. What are the two main functions of the immune system?

   a. ____________________
   ____

b. ______________________________________
____
____

YOUR NOTES

3. What happens when the immune system does not function properly, as mentioned in the first case?

____
____
____
____

4. What happens to children born with a defective immune system?

____
____
____
____

BACKGROUND NOTE

Immune system: a diffuse, complex network of interacting cells, cell products, and cell-forming tissues that protects the body from pathogens and other foreign substances, destroys infected and malignant cells, and removes cellular debris: the system includes the thymus, spleen, lymph nodes and lymph tissue, stem cells, white blood cells, antibodies, and lympholimes. (The Random House Dictionary. Sec. Ed., p. 95)

Tumor: any uncontrolled, abnormal proliferation of new tissue from pre-existing cells that has no useful function in terms of the body as a whole. Tumors fall into several types and are diagnosed as benign or malignant. (Random House Encyclopedia)

BACKGROUND

Leukemia: an acute or chronic malignant disease characterized by abnormal numbers or types of white blood cells (leukocytes) in blood, bone marrow, and other tissues. Besides its division into acute and chronic forms, leukemia is also classified by the type of leukocyte involved (lymphocytes, lymphoblasts, and others). The acute lymphoblastic form is the most common malignant disease of childhood. [...] Increased rates of leukemia incidence have been associated with radioactive fallout from atomic bomb explosions. Some forms of leukemia have also been associated with exposure to petrochemical and rubber industry chemicals. The precise cause has not yet been determined. (Random House Encyclopedia)

Exercise 5

1. Don't listen to the text yet. Think of all substances in environment that attack the immune system. Write their names in Polish in the spaces provided below.

   ____
   ____
   ____
   ____
   ____

2. Text D list some of these substances. Now listen to the text and check the substances that are mentioned in the text.

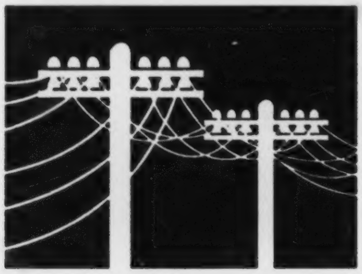
   ☐ a. azbest
   ☐ b. dwutlenek siarki
   ☐ c. związki metali ciężkich
   ☐ d. składowe spalin samochodowych
   ☐ e. tlenek węgla
   ☐ f. związki chwastobójcze
   ☐ g. związki owadobójcze
   ☐ h. związki ołowiu

Exercise 6
Text E gives examples of professions and vocations that are exposed to various harmful substances and lists some of the substances. Listen to Text E and write down the Polish equivalents of the English words listed below.

1. paint - ____________________
2. varnish - ____________________
3. solvent, paint drier - ____________________
4. glue - ____________________
5. molecule - ____________________
6. steam, vapor - ____________________
7. smoke, fumes - ____________________

Exercise 7
First think of professions and vocations that you think expose workers to substances harmful to their health. Then do the exercise.
Text E gives a few examples of various fields and professions that are especially exposed to various poisonous substances. Listen to the text and fill out the table below.

Zawód/Dziedzina	Substancja	Choroba



Exercise 8

Text F deals with the influence on our genetic system by pernicious substances. Listen to the text and answer the questions below.

1. What features are passed from generation to generation thanks to our genetic apparatus? Supply the missing parts of the phrases below.
   a. barwy ____________________
   b. barwy ____________________
   c. antropologiczne ____________________
   d. antropologiczne ____________________
   e. antropologiczne ____________________

2. Which cells are negatively influenced by substances?
   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________
   f. ____________________

Exercise 9

Listen to Text F once more and in one sentence summarize what it has to say about the influence of modern life on genetic equipment. Write your answer in English below.

____

____

____

____

Exercise 10

In Polish answer the questions below. Use only the information that you gained listening to the texts in this unit. Keep your answers short.

1. Jak zmieniła się sytuacja człowieka w dwudziestym wieku?
   ____
   ____

2. Jaką rolę odgrywa system immunologiczny?

____

____

____

3. Wymień kilka substancji, które wpływają szkodliwie na układ immunologiczny człowieka.

____

____

____

4. Gdzie występują te substancje?

____

____

____

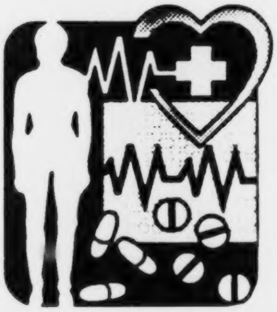
5. Jakie znasz zawody, które są szczególnie narażone na wpływ szkodliwych substancji?

____

____

____

YOUR NOTES



Health

UNIT

15

(ACTFL Level: Advanced Plus)

Exercise 1

The sentences below are taken from the texts you will listen to in this unit. Read the sentences and in English briefly write what the texts will be about.

YOUR NOTES

Text A Człowiek nie pojmuje, co oni takiego robią, a przecież nie sprzecza się z lekarzem.

____

____

____

Text B Kwestię życia człowieka ograniczono do zabiegów niszczących bakterie powodujące zakażenia.

____

____

____

Text C Komórki obumarły na skutek choroby lecz gdzie była sama choroba?

____

____

____

Text D Koch [...] rozwiązał tajemnicę karbunkuł, kładąc tym samym podwaliny pod współczesną bakteriologię.

____

____

____

Text E Kiedy [Koch] wprowadził [bakterie] do organizmu zdrwoych myszy, myszy natychmiast zapadały na karbunkuł.

____

____

____

Text F Tak oto tajemnicza bakteria [cholery] przestała być tajemnicza.

Text G Zasady badań bakterologicznych Kocha są do dziś nie zmienione.

Exercise 2

Text A is an introduction to the series of texts you will hear in this unit. Read the statements below. Listen to the text and check the statements that do NOT appear in the text.

☐ 1. The size of the world population increases thanks to medicine, life saving techniques and constant medical care .

☐ 2. Though we may be medical laymen we trust medicine in general, medicinal drugs, and medical developments.

☐ 3. People who know nothing about medicine usually do not trust doctors.

☐ 4. We consider the miracle of keeping newborn babies alive as something natural and obvious.

☐ 5. We hope that incurable illnesses today will be curable tomorrow.

☐ 6. In time computers will be able to diagnose all illnesses.

☐ 7. We do not oppose physicians' opinions.

☐ 8. Doctors are not interested in patients' opinions.

☐ 9. Doctors are mainly interested in bacteria.

☐ 10. Benjamin Franklin is the man responsible for our trust in doctors.

Exercise 3

Text B is about advances in medicine, especially surgery, that took place in the late 19th century. First, read the questions below. Then listen to the text and answer the questions in Polish.

1. In what year did the situation described in the text take place?

2. What did Lister do?

3. How is it described?

4. What happened to the patient whom Lister treated?

5. What is possible to be done thanks to Lister's antisepsis and Long's anesthesiology?

6. How did it change the patient's situation?

7. What questions were still asked although doctors could save patients' lives?

8. What was the most common and dangerous illness eventually eliminated by Lister?

YOUR NOTES

Exercise 4
Listen to Text C and circle the words and phrases that fill in the empty spaces in the sentences.

1. Lister's father ________________ the microscope.

   a. invented
   b. improved

2. Lister's microscope allowed people to see and ________________ clearly for the first time.

   a. cells
   b. atoms
   c. particles
   d. microorganisms

3. At that time people considered water to be a ________________ cholera.

   a. carrier of
   b. source of
   c. cure against
   d. protection against

4. The fact that some cells in water are ________________ shows that even smaller organisms exist.

   a. alive
   b. split
   c. dead
   d. infected

Exercise 5
Text D starts a group of texts about Robert Koch, a famous German bacteriologist. Listen to the text and answer the following questions in Polish.

1. What adjectives are used in the text to describe Koch? List them in the space provided below.

   a. ____
   b. ____

2. Robert Koch zaczynał swoją karierę jako lekarz

   ☐ a. miejski.
   ☐ b. wiejski.
   ☐ c. domowy.
   ☐ d. dziecięcy.

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3. The text suggests that his life in Prussia was

- ☐ a. busy.
- ☐ b. boring.
- ☐ c. interesting.
- ☐ d. stimulating.

4. What was the problem in Prussia when Koch was living and working there?

- ☐ a. Owce padały na cholerę.
- ☐ b. Dużo ludzie umierało na gruźlicę.
- ☐ c. Owce padały na karbunkuł.
- ☐ d. Wystąpiło dużo przypadków gangreny.

5. It took Koch ________________ to solve the mystery of carbuncle.

- ☐ a. three weeks
- ☐ b. three months
- ☐ c. three years
- ☐ d. thirteen years

YOUR NOTES

BACKGROUND NOTE

Koch, Robert (1843-1910): German bacteriologist. He was awarded the 1905 Nobel Prize in physiology and medicine for his discovery of the bacillus that causes tuberculosis. This work laid the foundation for methods of determining the causative agent of a disease.
Carbuncle: a painful circumscribed inflammation of the subcutaneous tissue, resulting in suppuration and sloughing, and having a tendency to spread somewhat like a boil, but more serious in its effects. (The Random House Dictionary, p. 313)

Exercise 6
Below is a list of verbs that have been removed from the transcribed text. They are the verbs that are usually used in texts describing experiments, particularly scientific and medical texts. First try to write the appropriate verbs on the lines below without listening to the text. Then listen to Text E and check your answers.

1. żyć
2. trwały
3. dojrzał
4. chodziło
5. zapadało
6. zapadały
7. opierały się
8. znalazły się
9. zmieniały się
10. wprowadził
11. oddziaływał
12. obserwował
13. opiekował się
14. przedostać się
15. przekształciły się

Otóż _______________ kroplę zakażoną tą chorobą krwi. I pośród komórek tej krwi _______________ mnóstwo włókienek. Kiedy _______________ je do organizmu zdrowych myszy, myszy natychmiast _______________ na karbunkuł. Koch troskliwie _______________ swymi bakteriami, dostarczając im wszelkich wygód: ciepła, pożywienia i powietrza. _______________ one po pewnym czasie w takie zarodniki, które _______________ wszystkiemu czym na nie _______________. Po prostu _______________ w takiej formie przez całe lata. Z chwilą, gdy _______________ w organizmie zwierzęcia, _______________ we włókna. Zwierzę _______________ na ciężką chorobę. Więc o to _______________. Zarodniki w formie przetrwalnikowej mogły sobie _______________ w ziemi przez całe lata i _______________ z paszą do organizmu owiec.

Exercise 7
Listen to Text E once more. Check which of the statements below are true (T) and which are false (F).

	T	F
1. Koch started by observing the animal infected with carbuncle.	☐	☐
2. Among the blood cells, he noticed a lot of fibrils.	☐	☐
3. Koch infected mice with the fibrils.	☐	☐
4. Koch took good care of his mice providing them with warmth, food and air.	☐	☐

T F

5. The cells transformed into spores after some time. ☐ ☐
6. The spores resisted all of Koch's treatments. ☐ ☐
7. When the spores enter an animal, they transform into fibrils and the animal dies. ☐ ☐
8. The spores can live in soil for years in lasting form. ☐ ☐
9. The spores can enter animal organisms with feed in lasting form. ☐ ☐

Exercise 8
Listen to Text F and do the following.

1. Check which of the following elements were tinted with dyes.

☐ a. bacteria
☐ b. fat
☐ c. cells
☐ d. crystals

Now answer these questions in Polish.

2. Why did Koch go to North America?

3. What did he do in America?

4. What does the bacteria resemble?

5. How did it spread?

Exercise 9

Listen to Text G and do the following. Where required write your answers in Polish.

1. What pronoun in the text refers to Koch?

   ____

2. What two pronouns refer to the word *bacteria*?

   a. ______________________________
   b. ______________________________

3. Number the following phrases according to the order they appear in the text.

   a. wyhodowanie kultury bakterii
   b. wyodrębnienie obecnej w organizmie bakterii
   c. zakażenie bakterią organizmu zdrowego zwierzęcia
   d. pobranie bakterii z organizmu chorego zwierzęcia

4. What are the two results of Koch's method?

   a. ______________________________
   b. ______________________________

Exercise 10

Answer the questions below in Polish. If necessary refer to the exercises in this unit. This exercise is not to test your memory but your grasp of spoken and written Polish.

1. Co Benjamin Franklin założył w Filadelfii?

   ____

2. Komu zawdzięczamy antyseptykę na salach operacyjnych?

   ____

3. Kiedy miała miejsce pierwsza operacja pod znieczuleniem?

   ____

4. Kto udoskonalił mikroskop?

   ____

5. Czego dokonał Robert Koch?

   ____

6. Co z dokonań Kocha jest stosowane do dzisiaj?

   ____

Media

UNIT

16

(ACTFL Level: Advanced Plus)

Exercise 1
Below you can see a few sentences taken from an interview with Ms. Małgorzata Potocka, a Polish film producer and a member of the Club of Film Producers. You will listen to this interview in this unit. Find the English equivalents of the underlined words and write them in the spaces on the left. There are more English words than necessary.

YOUR NOTES

_______________ 1. Nie wiadomo, co kręcić, jak kręcić, a tym bardziej za co.

_______________ 2. Klub Producentów (Filmowych) ma wiele założeń i celów.

_______________ 3. Między nami dojdzie do wyjaśnienia naszych wszystkich stanowisk i poglądów.

_______________ 4. Producenci filmowi starają się odbudować naszą kinematografię.

_______________ 5. Producent ma scenariusz i pieniądze i to on wynajmuje reżysera i resztę ekipy.

_______________ 6. Musimy dbać o to, żeby nie zgubić własnej tożsamości.

objectives
cooperative
identity
screen play
to access
to make
to rebuild
views, stands

Exercise 2
Text A presents the situation of Polish cinematography in the early 90's. There are a few metaphorical expressions that you need to understand. Their presence shows the speaker's attitude towards the described situation. Choose the equivalent of each of the main sentences by checking one of the four interpretations.

1. W państwie duńskim dzieje się bardzo źle.
   - ☐ a. W Danii ma miejsce kryzys.
   - ☐ b. Sytuacja polskiej kinematografii jest fatalna.
   - ☐ c. Wywiad koncentruje się na twórczości teatralnej Szekspira.
   - ☐ d. Pierwsza część wywiadu poświęcona jest recenzji ostatniej produkcji "Hamleta".

2. Krajowe arcydzieła musiały zejść do podziemia.
   - ☐ a. Filmy produkcji polskiej zeszły na drugi plan.
   - ☐ b. Filmy kręcone w podziemiu uważane są za arcydzieła.
   - ☐ c. Pojawiła się grupa twórców filmowych - underground.
   - ☐ d. W stanie wojennym niektóre polskie filmy były robione nielegalnie, w podziemiu.

3. Pora umierać, chciałoby się powiedzieć.
   - ☐ a. Polska kinematografia skazana jest na śmierć.
   - ☐ b. Ludzie uważają, że lepsza żadna kinematografia niż taka, jaka istnieje.
   - ☐ c. Sytuacja jest tak fatalna, że tworzenie czegokolwiek nowego nie ma sensu.
   - ☐ d. Brak pomysłów i funduszy ograniczył ilość produkowanych polskich filmów do zera.

4. Może to jest jakimś światełkiem w tunelu.
   - ☐ a. Może to być przejaw nadziei.
   - ☐ b. Może to posłużyć jako modelowa inicjatywa dla innych.
   - ☐ c. Klub Producentów Filmowych chce robić filmy w podziemiu.
   - ☐ d. Klub Producentów Filmowych otrzymał zielone światło od Ministerstwa Kultury.

YOUR NOTES

Exercise 3
Listen to Text A again and check which of the statements below are true (T) and which are false (F).

	T	F
1. The text compares the situation of Danish and Polish cinematographies.	☐	☐
2. There are people who claim that Polish cinematography is going to cease to exist.	☐	☐
3. Polish movie theaters are dominated by American junk movies.	☐	☐
4. A group of the so-called "underground" producers appeared.	☐	☐
5. Polish movies are not popular among Polish movie-goers.	☐	☐
6. There is no plan how to reform Polish cinematography.	☐	☐
7. The Club of Film Producers consists of people who want to organize film production.	☐	☐

Exercise 4
In this part of the interview, Ms. Potocka talks about some other problems in Polish video and audio markets and their implications for Polish artists. Listen to Text B and answer the following questions in English.

1. What are two of the producers' aims?
   a. ______________________________
   ____
   b. ______________________________
   ____

2. What is Poland's biggest problem as far as art and entertainment are concerned?
   ____
   ____

3. What is the condition for foreign producers to do business with Poland?

4. What can Polish artists do in this situation?

Exercise 5
Ms. Potocka talks about the producers who created the Producers' Club and other personnel matters in Text C. Listen to the text and in English write down questions that can be answered on the basis of the text.

1. Why ...?

2. How many ...?

3. Is it ...?

4. Who ...?

5. What ...?

Exercise 6
Text A contained many metaphoric expressions. Text D is, in turn, rich in cognates. Listen to Text D and write down at least ten cognates. Write them in their basic forms (i.e., verbs in the infinitive, nouns - singular nominative case.)
Doing this exercise will make doing the next exercise easier.

1.
2.
3.
4.
5.

6. ______________________________
____

7. ______________________________
____

8. ______________________________
____

9. ______________________________
____

10. ______________________________
____

YOUR NOTES

Exercise 7

Listen to Text D again and fill in the empty spaces in the sentences below. Notice that these sentences are not word-for-word translations of the ones in the text.

1. The real ______________________
is a totally new profession on the Polish job market.

2. They try to create ______________________
and ______________________ .

3. There is no definition of ______________________ .

4. A producer is somebody who ______________________
______________________ .

5. ______________________
is the stupidest thing to do.

6. Producers try to get money ______________________
______________________ .

7. Investors in Poland ______________________
______________________ .

8. There are no ______________________
in Poland to realize one's artistic ideas.

Exercise 8

In Unit 6, Text F and Exercises 8 and 9 you heard one definition and a description of European cinema as opposed to the American one. Text E deals with a similar distinction but this time along the lines of distinguishing between producer's and director's roles. Listen to the text and in English briefly characterize the American, French, and Polish cinemas, according to what is said in the text

1. American cinema - ____________________
2. French cinema - ____________________
3. Polish cinema - ____________________

Exercise 9

In this final part of the interview, Ms. Potocka states her views on the cinema. She describes the way the Polish cinema used to be in the past and what it should be like in the future. Listen to Text F and answer the following questions in Polish.

1. What kind of cinema does she prefer?
2. According to her, what kind of cinema used to exist in Poland?
3. According to her, what does an average movie-goer want to see in the movie theater?
4. Is she in favor of creating a so-called national cinema?

5. What single option does Polish cinema have left?

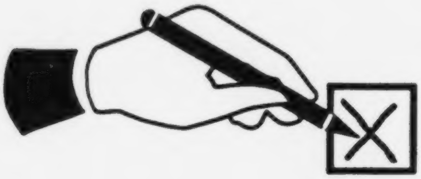
YOUR NOTES

BACKGROUND NOTE

Łódź, a city in central Poland, is the seat of the State Theatrical and Film College — that is why it is some times jocularly called Holly-Łódź.

Exercise 10
The sentences below summarize the texts you have listened to in this unit. Imagine you were to tell a friend about the situation of Polish cinema on the basis of what you heard in this unit. Check your understanding of the texts by stating which of the following statements are true (T) and which are false (F).

	T	F
1. Polski rynek filmowy jest zdominowany przez trzeciorzędne filmy amerykańskie.	☐	☐
2. Celem Klub Producentów Filmowych jest robienie filmów podobnych do filmów amerykańskich.	☐	☐
3. Pirackie kopiowanie kaset video i audio jest poważnym problemem w Polsce.	☐	☐
4. Do klubu należy dwunastu producentów.	☐	☐
5. W przyszłości do klubu będzie mógł należeć każdy, kto zgadza się z filozofią klubu.	☐	☐
6. W Polsce nie ma ani inwestorów ani kredytów bankowych na robienie filmów.	☐	☐
7. Istnienie Szkoły Filmowej w Łodzi pomoże w robieniu filmów o tematyce specyficznie polskiej.	☐	☐



Political World

UNIT

17

(ACTFL Level: Advanced Plus)

Exercise 1

Before listening to the texts in this unit think of the international organizations you know that deal with human rights. In the texts of this unit, you will hear the names of the following international organizations, pacts, etc. that are listed in the box below. Divide them into two groups: organizations and agreements and write the appropriate names in the columns below the box. Make sure you know their English equivalents.

YOUR NOTES

1. Rada Europy
2. Konwencja o Torturach
3. Międzynarodowy Czerwony Krzyż
4. Organizacja Narodów Zjednoczonych
5. Europejski Trybunał Praw Człowieka
6. Międzynarodowa Komisja Prawników
7. Powszechna Deklaracja Praw Człowieka
8. Konwencja przeciwko Dyskryminacji Rasowej
9. Międzynarodowy Pakt Praw Politycznych i Obywatelskich
10. Międzynarodowy Pakt Praw Ekonomicznych, Socjalnych i Gospodarczych

Agreements

Organizations

____
____
____
____
____
____
____
____

Exercise 2

Text A opens a series of texts on human rights and the means to safeguard their watch. Listen to the text and check which of the statements below are true (T), which are false (F) and which are not covered in the text (N/A).

	T	F	N/A
1. Human rights cannot be guaranteed without means to safeguard them.	☐	☐	☐
2. International opinion was spurred to consider human rights a serious problems by the cruelty of fascism.	☐	☐	☐
3. Human rights organizations started to be founded thirty years ago.	☐	☐	☐
4. International opinion is that human rights cannot be left in the hands of governments.	☐	☐	☐
5. A close connection between human rights and peace has been recognized.	☐	☐	☐
6. Various international human rights organizations have no right of interfering in the internal policies of various countries.	☐	☐	☐
7. The speaker considers the UN, Helsinki Watch, and Council of Europe mechanisms to be important for Poland.	☐	☐	☐

YOUR NOTES

Exercise 3

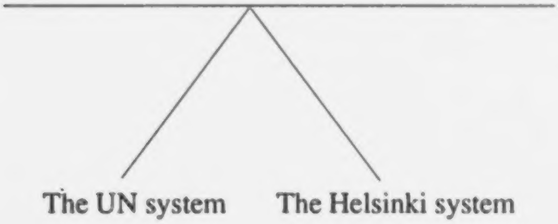
Listen to Text B and list all the pacts and conventions that are mentioned in the text in Polish. Circle the numbers of those organizations that Poland is a member of.

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____
6. ______________________________
____

Exercise 4

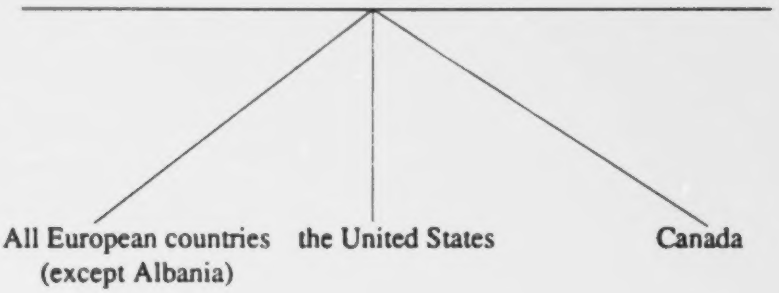
Listen to Text C and on the basis of what you hear fill out the empty spaces in the diagrams below. Write your answers in English.

1. ______________________________

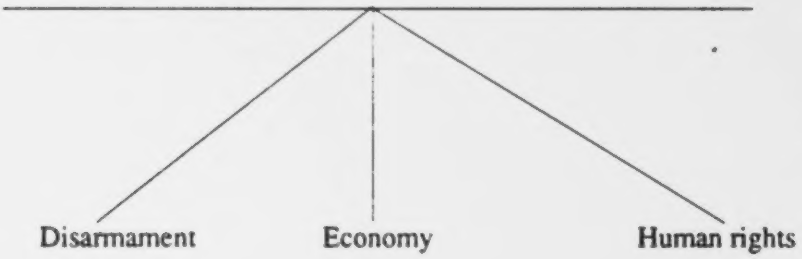


2. August 1, 1975 - ______________________________
____

3.


All European countries (except Albania)
the United States
Canada

4.


Disarmament
Economy
Human rights

Exercise 5
Text D is about some unexpected results of the Helsinki Conference. Listen to the text and answer the questions below in Polish.

1. What was the unexpected result of the conference?

   ____

2. Who was the leader of the group?

   ____

3. What were the aims of the group? (Complete the sentence.)

   Celem grupy było:
   a. ______________________________
   b. ______________________________
   c. ______________________________
   o ile władze ZSRR przestrzegają zaciągniętych w Helsinkach zobowiązań tyczących praw człowieka.

4. What happened to that particular group?

   ____

YOUR NOTES

5. What process did the group start?

____

____

Exercise 6
In the box below are four sentences from Text E. Read the questions about those sentences and put the letter of the appropriate anwer next to the question. Having done this, underline the word in each sentence that best expresses a given relation.

_____ 1. Which sentence expresses the degree to which something happened?
_____ 2. Which sentence expresses contrast, conflict between two options?
_____ 3. Which sentence summarizes something?
_____ 4. Which sentence shows temporal progression?

a. Jedynym rezultatem tej konferencji było wyznaczenie terminu następnej [...].

b. Komisja w Belgradzie w 1977 roku niemal zakończyła się przerwaniem procesu helsińskiego.

c. Znaczny postęp w dziedzinie praw człowieka przyniosła dopiero konferencja wiedeńska [...].

d. Kraje komunistyczne żądały zaciągania nowych zobowiązań, zachodnie zaś kontroli wcześniej podjętych.

Exercise 7
Now listen to Text E and check which of the following statements are true (T), and which are false (F).

	Statement	T	F
1.	The continuation of the Helsinki process was in danger of interruption during the Belgrade conference.	☐	☐
2.	The Belgrade conference almost failed because of the differences between the East and West on disarmament.	☐	☐
3.	The only result of the Belgrade conference was setting the date for the next one.	☐	☐
4.	The 1980 Madrid conference was the one that followed the Belgrade conference.	☐	☐
5.	The war in Afghanistan and the declaration of martial law in Poland disrupted the Madrid conference.	☐	☐
6.	The Vienna conference brought far-reaching progress in human rights.	☐	☐
7.	The Vienna conference lasted two years.	☐	☐
8.	The only two points added in the closing act of the Vienna conference state that using psychiatry for repressive means and jamming broadcasts are illegal.	☐	☐

Exercise 8
Listen to Text F. Fill in the blank spaces in the sentences below.

1. The European Convention was adopted by ______________________________
in ____________________ .
2. The European Commission for Human Rights and the European Tribunal of Human Rights were supposed to guarantee that ______________________________
____ .
3. The European Commission for Human Rights is open for everybody who __________
____ .
4. The seat of the commission is located in ______________________________ .
5. The Commission receives ______________________________________ .
6. There are two main reasons mentioned in the passage why the Commission must sometimes reject complaints:
   a. the complaints are not ______________________________________ .
   b. the complaining party has not ________________________________ .

Exercise 9

Text G is about Amnesty International. Before listening to the text, think of what you know about this organization. Try to answer the following questions in English:

YOUR NOTES

1. What are the main aims of the organization?

2. When was Amnesty founded?

3. Where is its seat located?

4. Can Amnesty International - USA deal with human rights abuses in the USA?

5. What are other organizations that have similar aims to Amnesty?

6. In Exercise 5 you listened to Text D about the so-called Helsinki groups/committees. In what way is their activity different from that of Amnesty?

Now listen to Text G and verify your answers.

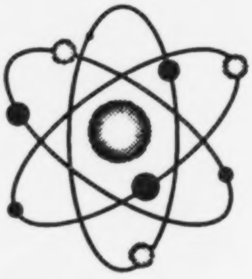
Exercise 10

Now, summarize what you have learned today. Answer the following questions.

1. Nie zaglądając do notatek, wymień w języku polskich kilka organizacji, praw lub konwencji zajmujących się prawami obywatelskimi, politycznymi, gospodarczymi itp.

2. Czy znasz jakiekolwiek kraje, w których w chwili obecnej są gwałcone prawa człowieka? Wymień te kraje i prawa, które są tam naruszane.

AMNESTY INTERNATIONAL USA



Science and Technology

UNIT

18

(ACTFL Level: Advanced Plus)

Exercise 1

I. In this unit you will hear about various sources of energy and ways to utilize them. Before listening to the texts, recall everything you know about the various types of energy and the methods used to convert it for our purposes. Doing the second part of this exercise will allow you to brush up on your technical vocabulary as it is related to energy, its sources and transformation.

II. Below are some sentences from the texts in this unit. As you can see, some words and phrases have been deleted. You can find the missing words in the box below. Fill in the empty spaces in these sentences using the words in the box.

1. __________________ dla tych maszyn tworzyliśmy zamieniając ciepło w użyteczną energię.
2. Rozwój alternatywnych __________________ energii stał się życiową koniecznością.
3. Jednym ze źródeł, które dają szanse rozwiązania problemów energetycznych jest energia __________________.
4. Skorupa ziemska to szereg olbrzymich płyt oddzielonych od siebie rowami __________________.
5. Para powstawała dzięki bezpośredniemu kontaktowi wody z __________________.
6. Wodę dostarcza się szybem wtryskowym __________________.
7. To procesy górotwórcze powodują, że gaz i woda uwięzione zostają między nieprzesiąkalnymi __________________ skalnymi w pułapkach pod wielkim ciśnieniem.
8. Woda w porowatej skale podrzewana jest przez konwekcję - od dołu. Rozszerza się i przeciska __________________, także na skutek konwekcji.

YOUR NOTES

9. Analiza geochemiczna pozwala odkryć ________________, które zwykle towarzyszą hydrotermalnym pokładom.
10. Para porusza turbiny, które dostarczają mocy ________________ generatorów.

do góry geotermiczna magmą
napęd pierwiastki
pod ciśnieniem tektonicznymi
warstwami wirnikom źródeł

Exercise 2
Text A is a typical cause and effect paragraph. Listen to the text and, in Polish, write what facts are given in the text to represent the following words. Be as brief as possible.

1. **cause** - ____
____
2. **effects** - ____
____
3. **means** - ____
____
4. **alternatives** - ____
____

Exercise 3
Listen to Text B and answer the questions below in Polish.

1. Who regulated the use of energy in ancient times?
____
2. When did the demand for energy start to grow?
____
3. What was an individual unable to do?
____
4. What became a life necessity?
____

5. What characteristics should alternative sources of energy have?
   a. ______________________________
   ____
   ____
   b. ______________________________
   ____
   ____

YOUR NOTES

Exercise 4
Text C concentrates on the history of geothermal energy discovery. Listen to the text and fill in the empty spaces in the sentences below.

1. Thermal energy is defined here as ______________
   ____
   ______________________________.
2. The ancient Romans used thermal energy to ________
   ____
   ______________________________.
3. The nature of thermal energy ______________
   ____
   ______________________________.
4. The Earth keeps ______________________
   ______________________________.
5. It is ______________________________
   ____
   without human interference.

Exercise 5
Listen to Text D and in Polish write questions based on the text. Start your questions with the words given below.

1. Gdzie ...?
   ____
   ____

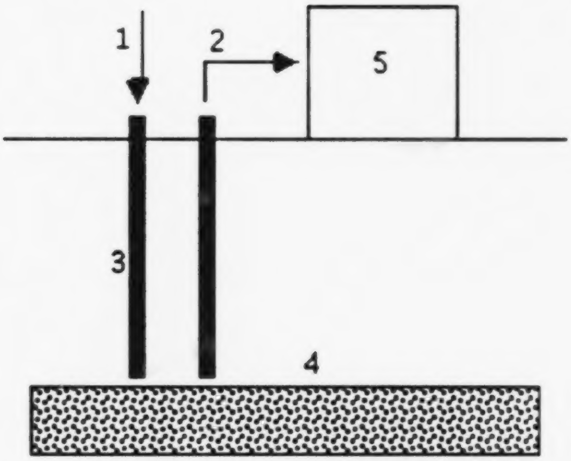
2. Dlaczego ...?

3. Czym ...?

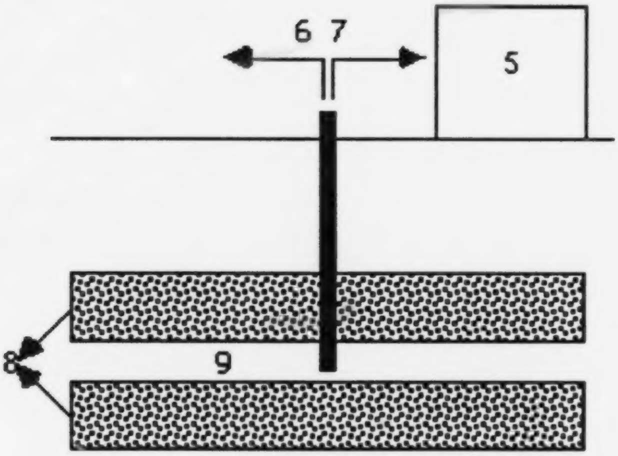
4. Którędy ...?

5. Ile procent ...?

Exercise 6
Text E is about the various forms in which thermal energy exists and the ways to implement it. Listen to the text and describe the following diagrams. Write the appropriate labels next to the number



1. ____
2. ____
3. ____
4. ____
5. ____



5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________

Exercise 7
Listen to Text F and answer the following questions in English.

1. Check the element that is NOT mentioned in the passage.

   In order to be industrially useful, the underground container of heat must:
   - ☐ a. be relatively shallow.
   - ☐ b. be free of mineral elements.
   - ☐ c. be isolated with retentive layers.
   - ☐ d. have a big enough supply of heat from beneath.

2. What element has been left out of the list?

   ____

   ____

3. How does water travel upwards through porous rock?

____

4. What is the city Boise, Idaho, famous for?

____

5. Fill out the following table.

	Year of installation	Power
Flammable gas generator		
Steam turbine		

6. What is Geysers?

____

7. How much energy does it produce?

____

Exercise 8

First read the sentences and phrases below. (These are the answers to the questions you will write later on.) Try to predict what the passage is about. Then listen to the passage and verify your prediction. Finally listen to Text G once again and write the questions to which the following are the answers.

1. ____

   Po śladach na powierzchni.

2. ____

   Niezwykłe twory geologiczne.

3. ____

   Gejzerami, fumeralami i gorącymi źródłami.

4. ____

   Młode, niedawno wydźwignięte na powierzchnię skały.

YOUR NOTES

5. ______________________________
____

Na świeży wulkanizm.

6. ______________________________
____

Pierwiastki, które zwykle towarzyszą hydrotermalnym pokładom.

7. ______________________________
____

Potas, sód i wapń.

8. ______________________________
____

Magnetometry.

9. ______________________________
____

Głębokość pokładu, temperatura wody, zasolenie, przewodnictwo cieplne i elektryczne, rozmiary złoża.

10. ______________________________
____

Przez minimum 30 lat.

11. ______________________________
____

Dokładnie takie same jak przy wydobyciu ropy naftowej.

B[illegible] N[illegible]

Fumarole: a vent, usually volcanic, but without lava, ash, or other rock debris surrounding it, from which gases and vapors are emitted. The fumarole is sometimes described by the composition of its gases, such as a chlorine fumarole. The term is also applied to a spring or geyser that emits steam. (Random House Encyclopedia)

Exercise 9

Text H is about a hydrothermal electric power plant. Listen to the text to determine the answers to the following questions.

1. The authors compare a hydrothermal power plant to: (check the correct answer)
   - ☐ a. farma
   - ☐ b. kopalnia
   - ☐ c. fabryka
   - ☐ d. koksownia

2. According to Text H, the containers of underground heat differ in respect to their
   - ☐ a. size.
   - ☐ b. contents.
   - ☐ c. depth.
   - ☐ d. temperature.

3. According to the text, dry steam is steam
   - ☐ a. from geysers.
   - ☐ b. from nuclear reactors.
   - ☐ c. created by underground hot rocks.
   - ☐ d. dried by passing through chlorine.

4. The final part of the passage describes the process of changing steam into electricity. The points below are the stages that the steam goes through. However, the points have been given in the wrong order. Renumber them to agree with the order in which these steps are given in the text.

   _____ i. usuwanie nieczystości

   _____ ii. stacja turbogeneratorów

_____ iii. powtórzenie procesu od początku
_____ iv. zamiana pary na wodę w chłodniach
_____ v. odbiór pary przez odwiert produkcyjny
_____ vi. wtłoczenie wody pod ziemię za pomocą pomp

Exercise 10

You have heard a few definitions in this unit. They are given below but in a scrambled order. Match these definitions by drawing lines between them. If necessary re-listen to the appropriate texts.

1. Energia geotermiczna (Text C)	a. to pęknięcia skorupy ziemskiej.
2. Rowy tektoniczne (Text D)	b. jest to naturalne ciepło wnętrza ziemi.
3. Złoża ciśnieniowe (Text E)	c. jest to instrument do badania struktury wnętrza ziemi.
4. Magnetometr (Text G)	d. to woda zamieniona w parę przez podziemne gorące skały.
5. Sucha para (Text H)	e. to gaz i woda uwięzione pod wielkim ciśnieniem między nieprzesiąkalnymi warstwami skalnymi.

Society in Transition

UNIT

19

(ACTFL Level: Advanced Plus)

Exercise 1

The sentences in this exercise come from the texts you will listen to in this unit. Read the sentences. For each underlined word or phrase, choose the appropriate synonym from the ones given in the box. Write the synonyms on the lines provided. The synonyms are given in their basic forms (e.g. a noun is singular, masculine, nominative.)

YOUR NOTES

1 Komitet strajkowy uznał, że realizacja postulatów przez rząd jest niezadowalająca i postanowił protestować dalej.

____

2. Pracownicy nie domagają się wygórowanych podwyżek.

____

3. Problemy, z jakimi borykają się Szkułkowie są typowe dla większości rodzin.

____

4. Upadek zakładu oznacza katastrofę dla wielu tysięcy rodzin.

____

5. Czy praca przy krewetkach jest szkodliwa?

____

6. Istnieje możliwość korzystania z obcej siły najemnej.

____

7. Te, które pracują, nie odchodzą już z pracy tak niefrasobliwie jak kiedyś.

____

a. pracownik, robotnik
b. bankructwo, likwidacja
c. wniosek, żądanie
d. niebezpieczny dla zdrowia
e. zbyt wysoki, przesadny
f. zwalniać się, rezygnować
g. mieć do czynienia, stykać się

Exercise 2
Listen to Text A1 and check which of the following statements are true (T) and which are false (F).

	T	F
1. The striking committee decided to stop the protest.	☐	☐
2. The striking committee decided to continue the protest.	☐	☐
3. The striking committee decided that the crew will resume work where possible.	☐	☐
4. It has been decided that all employees should show up for work.	☐	☐

Background Note

Komisja wydziałowa is a department cell of workers' self-government, a body that represent workers in dealing with the management.

Exercise 3
Listen to Text A2 and check which strikers' demands are mentioned.

☐ 1. Strajkujący nie domagają się zbyt wielkich podwyżek.
☐ 2. Pragną, aby nie likwidować zakładu.
☐ 3. Pragną poprawy warunków pracy.
☐ 4. Strajkujący chcą mieć pracę.
☐ 5. Chcą mieć pieniądze na utrzymanie rodziny.
☐ 6. Strajkujący domagają się zapłaty za czas strajku.
☐ 7. Pracownicy chcą podwyżek w wysokości 1,200,00 zł.

Background Note

At the time the strike in Mielec was taking place the average salary in the public sector was 2.5 million zlotys (approximately $180).

YOUR NOTES

Exercise 4
Text A3 is about the Szkułeks family. The problems they have are typical for most families in Mielec. Their main problem is lack of money. Listen to the text and answer the following questions in Polish.

1. How old do you think the Szkułeks are? Check the correct answer.
   - ☐ around 30
   - ☐ around 40 or older

2. Which two sentences allowed you to answer the previous question? Quote them below in the spaces provided.
   a. ______________________________
   b. ______________________________

3. How much do they both earn per month?
   ____

4. How big is the family?
   ____

5. How long do their salaries last each month?
   ____
   ____

6. What do they do to save money for food?
   ____
   ____

7. How much money do they have left after paying for utilities?
   ____
   ____

8. What does their menu consist of?
   ____
   ____

BACKGROUND NOTE

At the time that Text C was recorded (December 1992) people had to subscribe to Polish television. *Abonament telewizyjny* is a subscription for using a television set.

Exercise 5

This is the final fragment of the text on the situation in Mielec. What do the following figures represent? Listen to Text A4 and write the letter of the appropriate phrase next to the figure.

1. 4,000 — ______________________________
2. 4,500 — ______________________________
3. 8,000 — ______________________________
4. 10,000 — ______________________________
5. 13,000 — ______________________________
6. 50 billion — ______________________________
7. 60,000 — ______________________________

a. the number of Mielec inhabitants
b. the sum needed for severance pay
c. the number of unemployed in Mielec
d. the number of employees to be dismissed
e. the total number of unemployed after planned dismissals
f. the number of workers employed by the manufacture
g. the number of unemployed who lost their right for unemployment benefits; the number of unemployed who will lose their right for unemployment benefits

Exercise 6

Texts B1 thru B4 were recorded in December 1991. It is about the job market in the city and county of Pasłęk. Listen to Text B1 and supply the missing information in the following sentences.

1. Pasłęk is situated in the ____________________ province.

2. There were ______________ unemployed of which ______________ were women in the Pasłęk county on October 31 1991.

3. *The Tasman Poland Company* deals with __________ processing.

4. *The Tasman Poland Company* was looking for __________________ to __________________ .

5. The company found __________________ in Pasłęk.

6. *The Tasman Poland Company* offered __________ job openings.

YOUR NOTES

BACKGROUND NOTE

frutti di mare - an Italian phrase meaning 'fruits of the sea', i.e. seafood

Exercise 7
Listen to Text B2 and check the appropriate choices.

1. Check the reasons given by the women who did not accept employment at *the Tasman*:
   - ☐ a. health hazards
   - ☐ b. inadequate salary
   - ☐ c. commuting problems
   - ☐ d. other job opportunities

2. The job is inappropriate to
   - ☐ a. physically weak people.
   - ☐ b. people allergic to salt.
   - ☐ c. people with sensitive skin.
   - ☐ d. people allergic to albumen.

3. How many women, who had been originally hired, were still working for *Tasman* at the time of the broadcast?
   - ☐ a. kilka
   - ☐ b. kilkanaście
   - ☐ c. kilkadziesiąt
   - ☐ d. kilkaset

4. The rest of the women
   - ☐ a. resigned.
   - ☐ b. were dismissed.
   - ☐ c. came only to get unemployment certificates.
   - ☐ d. were transferred to other branches of the company.

BACKGROUND NOTE

When you look for a job and visit an employment office, they give you *skierowanie*, i.e. a referral, if they have a job for you.

Exercise 8

In Text B3 you will hear Mr. Piekałkiewicz, the manager. Listen to his story about employing the Byelorussians. Answer the questions below in English.

1. What reason does M. Piekałkiewicz give for employing foreigners?

____

2. Did the foreign workers arrive on time? When did they arrive?

____

3. Who does the phrase "*kobiety zza wschodniej granicy*" refer to?

____

4. How much can they earn?

____

5. What could they do with the money they earned?

____

6. Earlier in the text you heard that Poland is a promised land for them. Why? How is it explained in the last sentence of the text?

YOUR NOTES

BACKGROUND NOTE

Dyrektor pełnomocny is a person who acts as a manager/director until the real manager/director is nominated.

Exercise 9

Text B4 is the final one in the series about the job market in Pasłęk. Listen to the text and in Polish answer the questions below.

1. List a few occupations of the Byelorussian women working at Tasman

2. What words are used to describe the conditions in the space they are working?

3. What reason is given to explain the fact that some women preferred unemployment benefits to salaries?

4. How are the Byelorussian women referred to in this passage?

5. The end result of employing Byelorussian woman was that
   - ☐ a. salaries in the factory were lowered.
   - ☐ b. the situation on the job market worsened.
   - ☐ c. the employees started to quit more often than before.
   - ☐ d. the employees did not quit as lightheartedly as before.

Abbreviation:
PRL = *Polska Rzeczpospolita Ludowa* - Polish People's Republic (the previous name of Poland when it was under communist rule.)

Exercise 10
One of your Polish friends wants to know about crime in the United States, its causes and ways of preventing it, etc. Write at least five sentences on the subject in Polish in the space provided.

Sports

UNIT

20

(ACTFL Level: Advanced Plus)

Exercise 1

This entire unit is devoted to tennis. Below is a list of tennis words whose Polish equivalents you will hear. In the spaces provided, write the Polish equivalents of the following words.

1. set - ______________________
2. court - ______________________
3. final - ______________________
4. match - ______________________
5. point - ______________________
6. racket - ______________________
7. doubles - ______________________
8. tie breaker - ______________________
9. tournament - ______________________

YOUR NOTES

Exercise 2

In this exercise you will deal with some Polish idioms and words which you might find difficult. First, read the sentences paying special attention to underlined words. Then from among the words in the box, select their English equivalents and write the letter in front of the sentence.

________ 1. Polska Telewizja zdecyduje się również bezpośrednio transmitować wielkie wydarzenie sportowe. (Text A1)

________ 2. Z całą pewnością to był sportowy szlagier weekendu. (Text A1)

________ 3. Transmitujemy losowanie na żywo. (Text A3)

________ 4. Redakcja sportowa zaprasza na relację z finałów turnieju wimbledońskiego. (Text B1)

________ 5. Usiadłem w zacnym towarzystwie wygów tenisowych. (Text B2)

________ 6. Teraz stawka jest szalenie wyrównana. (Text B4)

a. hit
b. draw
c. stake
d. report
e. directly
f. old stager

Exercise 3

Read the questions below first. Then listen to Text A1 and answer the questions in Polish.

1. Were does this broadcast come from?
2. What word or phrase would allow you to conclude that tennis is the sport talked about in this broadcast?
3. What country was the winner of the tournament?
4. What was not possible for Polish Television to show?
5. What is Mr. Stopa's hope?

Exercise 4

Listen to Text A2 and check which of the following statements are true (T) and which of them are false (F).

	T	F
1. There was only one subject in the French media on that day.	☐	☐
2. The French tennis players' success was a big surprise for everybody.	☐	☐
3. Guy Forget won his match and secured a two-point lead for France.	☐	☐
4. Everybody was shocked after Gill Forge's failure and the commentators started to leave the hall.	☐	☐
5. Henri Leconte was twenty-eight when the tournament took place.	☐	☐
6. Henri Leconte beat Pete Sampras.	☐	☐
7. The French also won the doubles.	☐	☐

YOUR NOTES

Exercise 5
The first part of Text A3 is about the reaction of the French after the tournament was won. The second is about other sports events. Listen to the text.

1. Which of the phrases in the text states that the French won the Cup?

2. The French won the Cup

   ☐ a. in '59.
   ☐ b. 9 years ago.
   ☐ c. 50 years ago.
   ☐ d. 59 years ago.

3. What event in the United States was to be transmitted live by Polish Television?

   ☐ a. US Open
   ☐ b. Matching teams for the World Cup
   ☐ c. Davis Cup
   ☐ d. Matching tennis players for the US Open

4. What was the main prize of the European Community Tournament in Antwerp?

   ☐ a. A diamond racket
   ☐ b. Gold tennis shoes
   ☐ c. A gold racket
   ☐ d. A racket trimmed with diamonds

Exercise 6
Listen to Text B1 and check the most appropriate title for it. In the space below give your reason(s) for your choice in English.

- ☐ a. Better late than never.
- ☐ b. He who hesitates is lost.
- ☐ c. Early bird catches the worm.
- ☐ d. If you can't beat them, join them.
- ☐ e. Man does not live by bread alone.
- ☐ f. Where there is a will, there is a way.
- ☐ g. Don't bite off more than you can chew.

REASON(S)

Exercise 7
Text B2 is the beginning of an interview with Mr. Zbigniew Dutkowski. Listen to the text and answer the following questions in Polish.

1. What does the interviewer mean by the phrase "*londyńskie trawniki*"?

2. Which phrase, used by Mr. Dutkowski in his reply, refers to the same thing?

3. Why does Mr. Dutkowski mention the match between Smith and Nastasse?

4. What kind of faux pas is Mr. Dutkowski talking about?

5. What caused his behavior?

6. According to the British, what features should characterize a tennis journalist?
   a. ______________________________
   b. ______________________________

Exercise 8
Listen to Text B3 and check which of the following statements are true (T), which are false (F), and for which there is no information available (N/A).

		T	F	N/A
1.	They are watching a fragment of last year's finals.	☐	☐	☐
2.	The opponents are introduced.	☐	☐	☐
3.	The winner of the tournament was unexpected.	☐	☐	☐
4.	The winner broke the unwritten law and was suspended.	☐	☐	☐
5.	The interviewee deals with tennis education.	☐	☐	☐
6.	For many years, only very young tennis players won the Wimbledon tournament.	☐	☐	☐
7.	Those winners at Wimbledon did not have a high-school education.	☐	☐	☐
8.	Stich denies tennis players are uneducated.	☐	☐	☐
9.	Stich is a high-school graduate.	☐	☐	☐
10.	Stich proves that you can manage to do everything: graduate and win at Wimbledon.	☐	☐	☐

Exercise 9
Listen to Text B4 and check the appropriate answers below.

1. According to Mr. Dutkowski, Stich will

   ☐ a. make a career as a great tennis player.
   ☐ b. be a star of one tournament.

2. How does Mr. Dutkowski describe the final match?

☐ a. most boring
☐ b. most dramatic
☐ c. most exhausting
☐ d. most interesting

3. How long did the tie breaker last?

☐ a. 12 minutes
☐ b. 16 minutes
☐ c. 20 minutes
☐ d. 60 minutes

4. Who won the tie breaker?

☐ a. Borg ______________ (points)
☐ b. McEnroe ______________ (points)

5. Who won the match?

☐ a. Borg
☐ b. McEnroe

BACKGROUND NOTE

Borg, Björn (1956-): Swedish professional tennis player. The dominant figure in men's tennis in the mid-1970s, he is particularly noted for winning five consecutive men's singles titles at Wimbledon (1976-80). Borg earned his nickname "the Iceman" because of his unemotional consistency on the court. He announced his retirement in 1983.
McEnroe, John Patrick, Jr. (1959-): US professional tennis player, b. Wiesbaden, Germany. He attended Stanford University before turning professional (1978). An aggressive competitor known for losing his temper on the court, he won the British (1981) and US (1979-81) men's singles titles.
Tie breaker: a system for breaking a tie score at the end of regulation plan by establishing a winner through special additional play, usually at a fairly short duration. (The Random House Dictionary, p. 1982)

Exercise 10
In at least five sentences describe in Polish to your Polish friend the most interesting tennis match you have ever seen. Tell him/her who played, when, where, the result, the most interesting moments, etc.

YOUR NOTES

ANSWER KEYS

Unit 1
Announcements — Advanced

Exercise 1

1. What is the name of the foundation?	Fundacja Naszym Dzieciom
2. What city are the children from?	Czarnobyl
3. When are the children to be provided with shelter?	20 grudnia — 20 stycznia
4. What is the phone number you should call if you want additional information?	26-85-70

Exercise 2

1. Obywatelski Klub Parlamentarny
2. Wojewódzkie Biuro Poselsko-Senatorskie
3. Senator Alicja Grześkowiak
4. 23 lipca, godzina 15.00
5. Siedziba Biura Poselsko-Senatorskiego przy ulicy Mickiewicza 81, II piętro

Exercise 3

1. Międzynarodowa Loteria Dziennikarzy Błękitna
2. 7 grudnia 1990
3. Zostaną oni poinformowani listownie
4.

Winner's Name	The City	The Prize
Ewa Miksza	Malechów	samochód 0Moskwicz-Aleko
Michał Poleszczuk	Katowice	telewizor kolorowy Sanyo
Wanda Petrykowska	Nowe Miasto Lubawskie	radiomagnetofon

Exercise 4

A. Ja chciałabym przedstawić teraz państwu nasz dzisiejszy *program* (c), opowiedzieć o tym, co powinni państwo dzisiaj w pierwszym *programie* (a) telewizji obejrzeć. Już za chwilę "Luz", *program* (b) dla nastolatków.

B. 1. 17:15__________________________Teleexpress
    2. 18:05__________________________Kraje, narody, wydarzenia
    3. 18:45__________________________Alf
    4. 19:30__________________________Wiadomości
    5. 22:10__________________________ABC ekonomii
    6. 23:35__________________________Serwis BBC

Exercise 5

1. Luz - How to avoid contracting AIDS
2. Kraje, narody, wydarzenia - Elections and referendum in the Ukraine
3. ABC ekonomii - Wages

Exercise 6

1. "Burza"
2. 20:10
3. Zbigniew Zapasiewicz, Leszek Tarasiński, Marek Barbasiewicz, Marek Bargiełowski, Piotr Folk, Henryk Machalica
4. The director
5. A report on the production of the show

Exercise 7

1. a. ice hockey
   b. field hockey
   c. soccer
   d. ski jumping
   e. chess
   f. bicycle racing
   g. car racing

Exercise 8

1. wyścig samochodowy
2. tenis
3. szachy
4. skoki narciarskie
5. wyścig kolarski
6. hokej na lodzie

Exercise 9

1. The end of the year *(do końca roku pozostało kilkadziesiąt godzin)*

2. a. Cape Town - car racing
   b. Perth - tennis
   c. Reggio Emilia - chess tournament
   d. Garmish Partenkirchen - ski jumping
   e. Cologne - bicycle racing
   f. Dusseldorf - ice hockey

3.

	Channel	Time
a. Przeżyjmy to jeszcze raz	1	n/a
b. Sportowy hit	2	12:25

4. a. *pierwszy dzień Nowego Roku*
   b. *1 stycznia*

5. a. Listeners can win them in a quiz

Exercise 10

A. 2. It is a warning against buying stolen paintings
B. komunikaty różnych instytucji (policji, Fundacji Naszym Dzieciom etc.)
program telewizyjny

Unit 2
Art — Advanced

Exercise 1

1. wodewil
   opera
   teatr
   spektakl
   choreografia
   obserwować
   symptomatyczny
   repertuar
   epoka
   komedia
   aktor
   wokalny
2. 1. d
   2. f
   3. e
   4. b
   5. c
   6. a

Exercise 2

1. *Krakowiacy i górale czyli cud mniemany*
2. Wojciech Bogusławski, Jan Stefani
3. 145
4. Barbara Zagórzanka, Bernard Ładysz, Andrzej Hiolski i Bogdan Paprocki
5. a. Maciej Niesiorowski - kierownictwo muzyczne
   b. Krzysztof Kolberger - inscenizacja i reżyseria
   c. Teresa Kujawa - choreografia
   d. Ryszard Kaja - scenografia
   e. Bogdan Dola - kierownictwo chóru

Exercise 3

1. Komedia - już nie czysto teatralna choć jeszcze nie opera
2. Piosenki i tańce
3. Komedio-opera
4. Z wyszkolonym głosem, który spełniał wymagania wodewilu a nawet opery komicznej
5. Gatunek, w którym aktorzy próbują śpiewać a śpiewacy próbują być aktorami

Exercise 4

1. Adjectives: *przystojny, elegancki*
2. Verb phrases: *podoba się kobietom, intryguje, prowokuje, budzi podziw, kokietuje sobą i swoją sztuką*
3. Noun phrases: *barwna postać, nadzwyczajne zjawisko, prawdziwy artysta teatru*
4. Nouns: *mag, wizjoner, mistrz, tytan*

Exercise 5

General	Research
koncerty festiwale wystawy konferencje sympozja	publikacje: słownik dotyczący Mozarta i jego twórczości *Złoty wiek Wiednia* *Ostatni rok Mozarta* album dotyczący scenografii

Exercise 6

1. *Requiem*
2. Katedra św. Stefana w Wiedniu
3. W czasie uroczystej mszy
4. Telewidzowie wielu krajów
5. Tuż przed śmiercią
6. Teściowa
7. Mozart dawał Cismayerowi wskazówki odnośnie ukończenia opery

Exercise 7

1. ✔ d. wystawa
2. Muzeum Narodowe we Wrocławiu
3. ✔ d. rzeźby telewizyjne
4. a. Enrike Fonatnille - Szwajcaria
   b. Peter Swedeborg - Szwecja
   c. Zbigniew Libera - Polska
5. ✔ c. dyrektorem muzeum.

Answer Keys

Exercise 8

1.

	VERBS	ADVERBS
a.	odbywa się	po raz kolejny
b.	nastąpiła	przed chwilą
c.	odbywają się	od dwóch lat
d.	dzieje się	od kilku lat
e.	odbywał się	w ubiegłym roku
f.	spełni	w XXI wieku

2. ✔ a. grafika
   ✔ b. malarstwo
   ✔ e. rzeźba

Exercise 9

4. He is in favor of the idea of collecting all art samples: from medieval ones to the most modern art forms.

Exercise 10

a. Anniversary remembered - 3
b. Fire - 1
c. Italian movie revue - 4
d. Poem on an audio-cassette - 6
e. Rock concerts - 5

Unit 3
Economic Changes — Advanced

Exercise 1

Stocks	Economic Problems	Economic Exchange
akcje biuro maklerskie papiery wartościowe recesja	drożeją krytyczny stan negocjacje wzrosły ceny	porozumienie negocjacje spotkanie współpraca gospodarcza

Exercise 2

1. ✓ food
2. ✓ 6% a month
3. ✓ bread
4. ✓ lower rate

Exercise 3

1. Komisja Papierów Wartościowych
2. W biurach maklerskich Banku PKO-SA
3. a. 1 770 000
   b. 1 763 000

Exercise 4

1. Ekspertów gospodarczych
2. W siedzibie Polskiego Stronnictwa Ludowego
3. a. Konfederacja Polski Niepodległej
   b. Porozumienie Centrum
   c. Sojusz Lewicy Demokratycznej
   d. Unia Demokratyczna
4. a. krytyczny stan polskiej gospodarki
   b. konieczność przełamania recesji
5. ✓ Yes

Exercise 5

1. a. negocjacje
   b. minister
   c. impas
   d. prezydent
   e. liberalizacja
   f. taryf
   g. licencja
   h. redukcja
   i. import
   j. transport
2. a. cło - celnych, ceł, cła
   b. gospodarka - gospodarczą, gospodarek
   c. handel - handlowej, handlu
   d. liberalizacja - liberalizacją, liberalizację, liberalizacji
   e. ograniczenie - ograniczeń, ograniczenia, ograniczeniu
   f. przemysł - przemysłowe, przemysłowymi
   g. współpraca - współpracę, współpracy
   h. negocjacje - wynegocjować, wynegocjowania

Exercise 6

1. ✓ b. Czecho-Słowacja
   ✓ c. Węgry
   ✓ e. Polska
2. ✓ c. żywność
   ✓ d. towary przemysłowe
3. ✓ b. ministrowie handlu zgranicznego
4. a. "*trudna sprawa*"
   b. "*impas*"

Exercise 7

1. Deklaracji Krakowskiej
2. prezydentów
3. premierów
4. handlu zagranicznego
5. wymiany handlowej
6. gospodarek
7. stowarzyszeniu
8. taryf celnych
9. licencji
10. wynegocjowania

Exercise 8

Infinitives	Other verbs
podpisać wynegocjować zliberalizować znieść ustalić zamknąć określić dojść	musimy jesteśmy będą chcemy byłaby przypuszczam są mówili poznamy

Exercise 9

1. W połowie następnego roku
2. Zniesienie ceł, ograniczeń
3. Towary przemysłowe
4. Zamknąć proces liberalizacji i dojść do strefy wolnego handlu pomiędzy Polską, Czecho-Słowacją i Węgrami
5. Rolno-spożywczych i włókienniczych
6. Telekomunikacji, transportu i ochrony środowiska

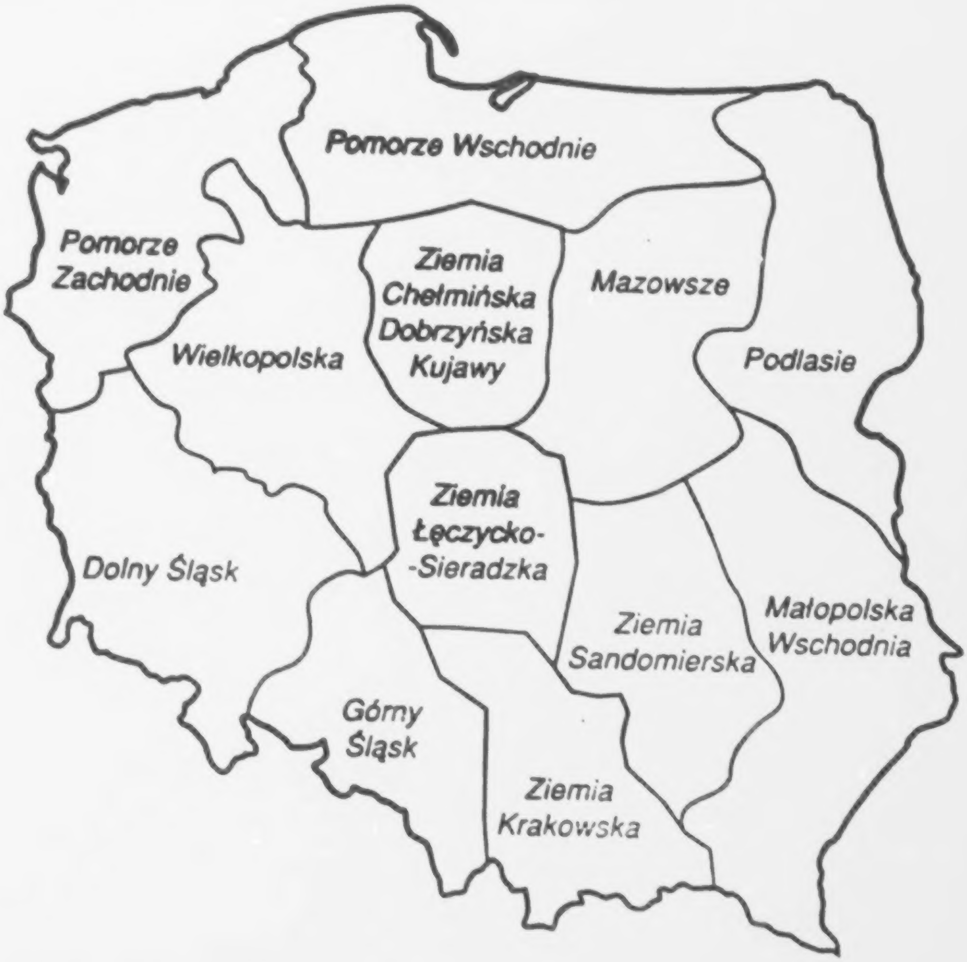
Exercise 10

✓ d. Joining the European Economic Community

Unit 4
Environment — Advanced

Exercise 1

1. Here is a map with the main geographical regions in Poland.


Pomorze Wschodnie
Pomorze Zachodnie
Wielkopolska
Ziemia Chełmińska Dobrzyńska Kujawy
Mazowsze
Podlasie
Ziemia Łęczycko--Sieradzka
Dolny Śląsk
Ziemia Sandomierska
Małopolska Wschodnia
Górny Śląsk
Ziemia Krakowska

2. Mazury - the Lake Region
   Pomorze - Pomerania
   Sląsk - Silesia

Exercise 2

1. a. wschodni
   b. zachodni
   c. północny
   d. południowy

2. a. pochmurnie
   b. chłodno
   c. mglisto
   d. pogodnie
   c. słonecznie
   d. upalnie

Exercise 3

1. g. ochłodzenie
2. a. -3
3. c. -10
4. k. śnieg
5. l. wilgotność
6. m. wschodnią
7. f. 1016
8. j. południu
9. p. zachodzie
10. n. wschodniej
11. h. pochmurno
12. i. południowy
13. c. -10
14. b. -4
15. d. 5
16. o. wschodzie
17. e. 8

Exercise 4

1. czwartku
2. spadać
3. mróz
4. -5
5. nocy
6. 10
7. śnieg
8. zawieje
9. zamiecie
10. Anglią
11. Sudetami
12. południu
13. południowym-wschodzie
14. centralnej
15. północno-wschodniej
16. pochmurno

17. Pomorzu Zachodnim
18. mżawka
19. mgły
20. mróz
21. -7
22. 2
23. 5

Exercise 5

C

Exercise 6

✓ rain
✓ snow
✓ wind

Exercise 7

1. a. fale
   b. południowe
   c. wybrzeże
   d. morze
   e. wodach
   f. akwen
   g. niebem
   h. obszar
2. a. obszar
   b. akwen
   c. wybrzeże
   d. teren
   e. fale

Exercise 8

1. Morzu Karaibskim
2. Wybrzeże Florydy, Bermudy, Wielka Bahama
3. 60 000 mil
4. Diabelski Trójkąt, Trójkąt Smierci

Exercise 9

1. ✔ a plane
2. ✔ 1950-70
3. ✔ disappeared without a trace.
4. ✔ Why do people disappear in the area?
   ✔ Why can't anybody explain the mystery of the Triangle?

Exercise 10

1. -8
2. Suwalszczyźnie
3. 2
4. północnym-zachodzie
5. wschodzie
6. -4
7. -5
8. centrum
9. północy
10. Dolnym Śląsku
11. Pomorzu Zachodnim
12. wschodzie
13. południu
14. Wybrzeżu
15. centrum
16. zachodzie
17. północy

Unit 5
Health — Advanced

Exercise 2

1. W końcu lat siedemdziesiątych.
2. W 1981.
3. Zespół nabytego upośledzenia odporności.
4. In 1981.
5. Wirus HIV został wyodrębniony.

Exercise 3

1. Rajski Ptak.
2. Air Canada.
3. a. Chodził do krawca.
    b. Chodził do fryzjera.
    c. Chodził do dyskoteki.
    d. Chodził na zakupy.
4. Dwustu pięćdziesięciu (250).

Exercise 4

1. T
2. F
3. F
4. T
5. T
6. T

Exercise 5

1. French and American
2. HIV as the cause of AIDS.
3. *upośledzenie obronnego układu odpornościowego w organizmie ludzkim*
4. life, journeys and homosexual contacts
5. "patient zero"
6. carrying AIDS from Europe to the USA

Exercise 6

✓ 2. Physicians can prescribe two containers of a single pharmaceutical on one prescription form.

✓ 5. Physicians have to write down a patient's first and last name, his age and address.

✓ 7. New regulations have not reached all drug stores, causing confusion.

✔ 8. Because of the confusion in drug stores, patients are forced to choose one of the prescribed drugs.

✔ 10. Patients sometimes have to pay in full for some of their prescription drugs.

Exercise 7

1. ✔ meeting
2. ✔ medical instruments
3. ✔ advertising pharmaceuticals
4. ✔ are delayed in learning about new pharmaceuticals.
5. ✔ lots of new companies
   ✔ lots of new pharmaceuticals
   ✔ Poland's opening to the world

Exercise 8

1. lekarze, służba zdrowia, szpital(e), jedzenie szpitalne, leki, środki opatrunkowe, pacjenci, szpital kliniczny
2. a. obniżono
   b. pogłębi się
   c. ograniczenia
   d. zmniejszenie
3. a. obniżono budżet
   b. deficyt ten pogłębi się
   c. ograniczenia wydatków
   d. zmniejszenie przyjęć

Exercise 9

a. The budget of the Polish health administration was decreased
b. The number of Silesian hospitals
c. The debt of Silesian hospitals
d. The increase of the debt
e. The percentage of the salary that the personnel in a clinic in Zabrze will receive

Exercise 10

1. Swiatowej Organizacji Zdrowia
2. epidemii
3. zarażonych
4. chorych
5. zmarło
6. szczepionka
7. lekarstwo
8. chorobę

Unit 6
Media — Advanced

Exercise 1

a. This text is about various records in the movie industry.
b. This text is about a concert tour of a lead singer of a rock group.
c. This text is about *Scarlett*, the continuation of *Gone with the Wind*.
d. This text is about Richard Chamberlain. It is his biography.
e. This text is about Felix, an award for European movie directors and producers.

Exercise 2

Category	Name/Title/City	Amount/Quantity
Most names	Superman	457
Most movie theaters per number of residents	San Marino	7 theaters, 1 theater per 3200 residents
Least movie theaters per number of residents	Cairo	10 movie theaters for 12 million people
Number of movies produced	USA	854 in 1921
Biographies of actresses	Marilyn Monroe	56
Biographies of actors	Charlie Chaplin	289

Exercise 3

1. Napoleon Bonaparte
2. 1. Włodzimierz Lenin
   2. Adolf Hitler
   3. Kleopatra
   4. królowa Wiktoria
   5. Henryk VIII
3. a. *Spraw, żeby umierali wolno*
   b. *Imperium kontratakuje*
   c. *Swiatła wielkiego miasta*
4. c. Its distribution was banned in 31 countries.
5. b. the first movie bought for video distribution.
6. b. his movies starting with *City Lights*.

Exercise 4

1. d. Rock concerts
2. "Deep Purple"
3. Because "Deep Purple" had a concert there.
4. b. worse.
5. a. Wrocław
   b. Zabrze
   c. Warsaw
6. Promotion of his new record, *Toolbox*.

Exercise 5

1. b. Literary bestseller and movie hit of all the times
2. *Przeminęło z wiatrem*
3. b. 13 months
4. b. It was abused by critics and snatched up by the public
5. a. Stany Zjednoczone
   b. Niemcy
   c. Polska
6. c. Copyright to film *Scarlett*

Exercise 6

1. b (sztuki piękne)
2. e (szkoła aktorska)
3. d (kariera filmowa)
4. c (podpisać kontrakt)
5. g (film kostiumowy)
6. a (zagrać rolę)
7. f (serial telewizyjny)

Exercise 7

1. 31 marca 1935 roku, Los Angeles
2. ✔ movies
3 Studiował sztuki piękne na uniwersytecie i uczęszczał do szkoły aktorskiej.
4. ✔ Yes
5. a. *Czterej muszkieterowie*
   b. *Trzej muszkieterowie*
   c. *Człowiek w żelaznej masce*
   d. *Hrabia Monte Christo*
   e. *Cyrano de Bergerac*
   f. *Płonący wieżowiec (Towering Inferno)*
   g. *Ptaki ciernistych krzewów (The Thorn Birds)*
6. Podpisał kontrakt z Metro Golwyn-Mayer na rolę w filmie *Dr. Kildare*.

7. ✔ d. *Towering Inferno*
8. ✔ c. TV series
9. ✔ b. with his two dogs

Exercise 8

1. c. Movie awards
2.

a. Date	1 grudnia (19910
b. Place	Berlin, Hala Metropolis
c. Time	Piąty raz
d. Name of the award	Felix

3. Fellini, Antonioni, Bergman, Herzog, Rene, Goddard, Wajda (Polish), Szlendorf, Mak, Saura, Kieślowski (Polish)

Exercise 9

1.

American cinema and movies	European movies
a. filmy amerykańskie: żywiołowe, dynamiczne	a. filmy europejskie: intelektualne, trudne problemy, pesymistyczne puenty
b. kino amerykańskie: dynamiczne, łatwo trafiajace do masowej publiczności	

2. a. eskapistyczne
   b. dodające otuchy
   c. odwołujące się do emocji

Unit 7
Political World — Advanced

Exercise 1

✓ 2. udać się z wizytą

✓ 4. zagrozić sankcjami

Exercise 2

1. Prawie.
2. Miał pozostać premierem do czasu sformowania nowego rządu.
3. Liberałowie (Kongres Liberalno-Demokratyczny)
4. Aby wyrazić uznanie Janowi Bieleckiemu za służbę dla kraju.
5. Kandydatem na premiera
6. Aby sformować gabinet.
7. Trybunał Stanu.
8. Ustawa konstytucyjna o powoływaniu i odwoływaniu rządu oraz innych zmianach dotyczących najwyższych organów państwa.

Exercise 3

FOR	AGAINST
Unia Demokratyczna Sojusz Lewicy Demokratycznej Kongres Liberalno-Demokratyczny	Porozumienie Ludowe Porozumienie Centrum Polskie Stronnictwo Ludowe Zjednoczenie Chrześcijańsko-Narodowe Polskie Stronnictwo Ludowe Solidarność

Exercise 4

4	the Prime Minister has no idea how to avert the crisis
5	the Prime Minister is not interested in the support of the Democratic Left Alliance
1	the Prime Minister is withdrawing his own nomination
3	there is no clear and stable coalition supporting a new cabinet
2	there is no guarantee of cooperation between the President, Prime Minister and a new cabinet

Answer Keys

Exercise 5

1. został
2. wychował się
3. bronił
4. został desygnowany
5. wydaje
6. uczestniczył
7. zaproponował
8. zrezygnował
9. był jednym z sygnatariuszy

Exercise 6

1.	1964, 68	defends Kuroń, Modzelewski and Michnik
2.	Aug. 1980	draws up the first Solidarity charter
3.	Since 1956	journalist and reporter
4.	1975	signs a letter protesting the changes in the Constitution
5.	Dec 1990	it was proposed that he should form a cabinet

Exercise 7

1. Jest prawnikiem - adwokatem
2. Zapis o przewodniej roli PZPR (Polskiej Zjednoczonej Partii Robotniczej) i o sojuszu ze Związkiem Radzieckim
3. Proces Melchiora Wańkowicza i morderców księdza Jerzego Popiełuszki
4. Nie zgadzał się z prezydentem w poglądach na skład rządu.
5. Został posłem na Sejm.

Exercise 8

1. ✔ b. They are dissatisfied with the present government.
   ✔ d. They do not believe that their votes could influence anything.
   ✔ e. They are disappointed in politicians who do not keep their promises.
2. ✔ c. NSZZ Solidarność
   ✔ e. Prozumienie Obywatelskie Centrum
   ✔ f. Sojusz Lewicy Demokratycznej
   ✔ h. Unia Demokratyczna
   ✔ i. Wyborcza Akcja Katolicka

Exercise 9

In the first part of the poll, the pollsters asked for the reasons Poles declined to vote. These are the answers they got:

1. Fifty percent of the pollees think those not voting did not believe their votes would change anything.
2. Forty-three percent of the pollees say they are disappointed by politicians who do not keep their promises and with the present government.
3. The coalition of five center-right parties had 38% real backing.
4. Negative 3% was the greatest discrepancy discovered in the case of Civic Accord Center and Democratic Left Alliance parties.
5. Democratic Left Alliance and the Solidarity Union had a slight percentage increase between declared and real support.

Exercise 10

1. A meeting of the Supreme Political Council	F3
2. The President meets the Prime Minister	F1
3. The President meets the members of a parliamentary club	F4
4. A parliamentary club proposes the delegalization of martial law	F2

Unit 8
Science and Technology — Advanced

Exercise 1

3. The formation and evolution of the universe

Exercise 2

1. a. materia Wszechświata
   b. ten moment
   c. ułamków sekund
   d. rozpoczęły się reakcje
   e. cząstkami elementarnymi
   f. szum radiowy
   g. stało się sensacją
2. b. miliard
3. c. an indefinite fraction of a second
4. *stan*
5. *sygnały radiowe*
6. *szum radiowy (dobiegający z Wszechświata)*

Exercise 3

1. Dziesięć miliardów lat temu materia Wszechświata była nieskończenie gorąca i nieskończenie gęsta.
2. Stan taki był nietrwały.
3. Nastąpił wybuch i ten moment uważany jest za początek naszego Wszechświata.
4. W ciągu pierwszych ułamków sekund po wybuchu tej niezwykle gęstej materii rozpoczęły się reakcje między cząstkami elementarnymi.
5. Jako pierwsze pojawiły się swobodne neutrina.
6. Uniosły one w rozszerzający się świat, znaczną część energii.
7. Milion lat później obok neutrin pojawiły się fotony.
8. Wszechświat wypełnił się neutrinami i fotonami.
9. W 1964 roku radioastronomowie zaobserwowali, że z Wszechświata dobiega do nas ciągły szum radiowy.
10. Wyjaśnienie tego zjawiska stało się sensacją.
11. Okazało się, że odbierane przez nas promieniowanie radiowe jest tym samym promieniowaniem, które 10 miliardów lat temu powstało w czasie wybuchu.

Exercise 4

1. T
2. T
3. F
4. T
5. T
6. F

Exercise 5

1. Kiedy gwiazdy kurczą się ponownie?
2. Kto jest cytowany w tekście?
3. Do czego porównał gwiazdy?
4. Czym kończy się kurczenie gwiazdy o bardzo dużej masie?
5. Co unoszą neutrina?
6. a. Gwiazda supernowa to wybuchająca gwiazda o bardzo dużej masie.
   b. Gwiazdą neutronową nazywamy to, co pozostaje po wybuchu gwiazdy supernowej.

Exercise 6

A. 1. W 1967
   2. Bardzo regularne.
   3. Żaden ze znanych obiektów kosmicznych.
   4. Czy te sygnały mogły pochodzić od istot rozumnych, szukających z nami kontaktu.
   5. Od pulsarów.

B. Pulsary są to gwiazdy wysyłające promieniowanie radiowe.

Exercise 7

1. Silne pole magnetyczne gwiazdy sprawia, że promieniowanie wysyłane jest w postaci cienkiej wiązki.
2. Wiązka ta zakreśla w przestrzeni stożek wskutek obrotów gwiazdy.
3. Na ziemi promieniowanie takie pada w jednakowych odstępach czasu.

Exercise 8

1. b
2. b
3. Czarnymi dziurami nazywamy obiekty, wokół których pole grawitacyjne jest tak silne, że fotony i neutrina zostają w nim uwięzione.
4. *tam*

Answer Keys

Exercise 9

1. Nothing can stop its retraction under the influence of gravitational forces.
2. It traps photons and neutrinos.
3. They are tunnels connecting our Universe with other universes.

Exercise 10

1. The Big Bang took place ten billion years ago.
2. Neutrinos appeared first.
3. Photons appeared one million years later.
4. Hydrogen atoms were created a million years later out of cooling matter.
5. Stars and galaxies are created out of hydrogen atoms.
6. Thermonuclear reactions begin inside stars when the temperature rises.
7. Stars contract due to the influence of gravitational forces.
8. Exploding stars are called supernovas.
9. Pulsars send out radio signals.
10. Black holes appear as a result of contraction of matter left after the explosion of a supernova.

Unit 9
Society in Transition — Advanced

Exercise 1

Police	Criminals
funkcjonariusz	gang
komenda	kradzież
patrol	przestępca
	włamanie
	złodziej

Exercise 2

a. Stealing cars and selling them — Text A
b. Stealing cars and selling their parts — Text B

Exercise 3

1. Na zapleczu Komendy Rejonowej Policji w Zakopanem.
2. Skoda Favorit
3. Funkcjonariusze z komend policji w Zakopanem i Nowym Targu.
4. Pięć.
5. Najmłodszy miał 16, najstarszy 19 lat.
6. 15-20 minut
7. 1400-1800 dolarów.
8. Nie.
9. Jedenaście.

Exercise 4

1. F
2. T
3. T
4. F
5. T
6. T
7. T
8. T
9. T
10. T

Answer Keys

Exercise 5

1. Place of the conference: Luksemburg
2. Topic of the conference: Problemy demograficzne w Europie u progu XXI wieku
3. The International Labor Office prognosis on unemployment: Alarmujace: niższe zarobki spowoduja spadek popytu, a to kurczenie się rynku i mniejsze zatrudnienie
4. Number of unemployed persons in the following year according to:
    a. Central Planning Office: 3,5 miliona
    b. Council of Ministry: 2 miliony 400 tysiecy
5. Nationalities that find jobs in Poland (even in the regions where unemployment is high): Rumuni i Rosjanie

Exercise 6

	POLAND	HUNGARY	CZECHO-SLOVAKIA
Number of unemployed	Ponad 2 mln.	Około 300 tys.	Około 400 tys.
Percentage of the total number of employed	11%	6,5%	4%
Number of people living below the poverty line	Rodziny pracownicze: 25% emeryckie: 31%	---------------	10-15%
Number of the people living off of unemployment benefits	---------------	240 tys.	---------------

Exercise 7

1. a. lepsze rozwiązania w sprawach walki z bezrobociem
    b. dowiedzieć się, jak namówić ludzi do przekwalifikowań
2. a. jak myślą o pomocy społecznej
    b. czy potrafią pomóc tym, którzy tego najbardziej potrzebują
3. Wiceminister pracy (i spraw socjalnych)
4. Czecho-Słowacja, Polska i Węgry będą w przyszłości wspólnym rynkiem pracy.

Exercise 8

1. a. curriculum - program nauczania
    b. educational system - system edukacyjny
    c. optional classes - zajecia fakultatywne
    d. school of liberal arts - szkoła ogólnokształcąca
    e. tuition fee - koszty nauki
    f. vocational school - szkoła zawodowa
2. a. MEN - Ministerstwo Edukacji Narodowej
    b. ZNP - Związek Nauczycielstwa Polskiego

Exercise 9

i. 1. 15 procent.
   2. 7,5 miliona.
   3. Ponad 50 procent
   4. Należy jak najszybciej odejść od encyklopedyczności w nauczaniu i pozwolić uczniom wybierać informacje.
   5. Że są najbardziej opłacalne.
   6. Nie.

ii. ✔ 2. There is a discrepancy among the various institutions' estimates as to the amount of tuition that parents are currently paying for their children's studies.

✔ 3. The proposed plan of changes suggests altering the existing curricula by reducing the amount of facts that students have to learn.

✔ 5. The curricula of various kinds of schools should be similar to produce graduates with equal education and opportunities.

Unit 10
Sports — Advanced

Exercise 1

a. soccer
b. volleyball
c. bicycle racing
d. basketball
e. swimming
f. fencing
g. handball
h. ski jumping
i. weight lifting

Exercise 2

1. Handball - A1
2. Marathon race - A5
3. Soccer - A6
4. Table tennis - A3
5. Tennis - A4
6. Volleyball - A2

Exercise 3

1. ✔ c. Holland
2. ✔ c. Poland - Belgium 24-18
3. ✔ b. 2
4. ✔ b. Women's handball
5. ✔ a. tied

Exercise 4

The discipline:	piłka nożna
The place:	Kanton, Chiny
The winners:	Amerykanki
Their opponents:	Norweżki
The result:	2:1
The title won:	Mistrzostwo Swiata

Exercise 5

1. *O Diamentową Rakietę*
2. Antwerpia, Holandia
3. a. Pet Cash - Australijczyk
   b. Jan Simerink - Holender
4. a. Boris Becker - awansował
   b. Pat Cash - przegrał
   c. Jan Simerink - przegrał
5. Becker wygrał 7:6, 6:3

Exercise 6

1. F
2. T
3. T
4. F
5. F
6. T

Exercise 7

1. ✔ b. hurdles
   ✔ d. weight lifting
2. ✔ c. Finnish
   ✔ d. Polish
3. a. 2 years - Paweł Raczek
   d. life - Timo Takilao

Exercise 8

1. Because of bad weather (frost and fog)
2. On the British Isles
3. Four
4. Between Liverpool and Nottingham
5. Liverpool 2 - Nottingham 0
6. Manchester United

Answer Keys

Exercise 9

1. ✔ c. ski jumping
2. ✔ a. a teenager
3. ✔ a. Austrian
4. a. Ernst Vettrie - 2
   b. Frantiszek Jeż - 3
   c. Werner Ratmayer - 1

Exercise 10

✔ 2. Beijing Wants the Olympic Games to be Held in China

Unit 11
Announcements — Advanced

Exercise 1

1. ✔ d. feature
2. ✔ a political
   ✔ c. psychological
3. ✔ c. 8:10 p.m.
4. ✔ a. China
   ✔ b. France
   ✔ c. Poland

Exercise 2

1. a. Grupa Polaków
   b. Trzynastoletni chłopiec
2. a. Ostatni prom
   b. Chiny, moja rozpacz
3. Chiny, moja rozpacz
4. Ostatni prom

Exercise 3

Date	Title	Country of production	Director
10 stycznia	Swiat według Garpa	N/A	George Hill
24 stycznia	"Bokassa"	N/A	Werner Herzog
5 stycznia	Paradise znaczy Raj	USA	N/A
25 stycznia	Gremliny rozrabiają	USA	Stephen Spilberg
Luty, czwartki	Gliniarz i prokurator	N/A	N/A
Luty	Rodzina Straussów	Niemcy	N/A

Exercise 4

	Time	Title
1. news	19:30 22:35 23:35	Wiadomości Wiadomości wieczorne BBC World Service
2. economics	22:25	ABC ekonomii
3. theater - play	20:10	Polowanie na kaczki
4. reporting from Yugoslavia	18:10	Raport z Chorwacji. Miasteczko Lipik
5. programs on New Year's Eve	16:15 17:35	Choinka, choinka Przeboje trochę zapomniane

Exercise 5

1. Both holidays relate to friendship and love. In Poland, Andrzejki is a time for celebrating and parties regardless of whether or not you know someone whose name is Andrzej. At the parties, single people, especially single women, have their fortunes told and discover if and when one or all of them will get married.
2. a. wróżby z luster
   b. wróżby z butów
   c. obrączki pod talerzem
   d. wróżby z wylanego wosku
3. Wyjście za mąż za kogoś, kto będzie pełnił ważne funkcje społeczne.

Exercise 6

1. ✔ b. Miners
2. ✔ b. respected
3. ✔ a. good health
   ✔ b. lots of money
4. ✔ e. does not specify

Exercise 7

1. a. na przedmieściach Radomia
   b. w kierunku Radomia
   c. (poszukiwania) na terenie Radomia
2. a. samochód z białymi tablicami rejestracyjnymi
   b. mówiący łamaną polszczyzną mężczyzna
3. ✓ b. stację benzynową.
4. a. sporządziła portret pamięciowy mężczyzny
   b. zarządziła blokadę dróg
   c. zarządziła poszukiwania na terenie Radomia.
5.

	Kidnapper
Sex	Male
Age	30
Built	Slim
Hair	Straight, black
Eyes' color	Brown
Clothing	White, cotton T-shirt, dark-green pants

	Kidnapped Child
Name	Agnieszka Leszczyńska
Sex	Female
Age	10
Built	Slim
Hair	Fair, shoulder length
Eyes' color	N/A
Clothing	Crimson dress, white-pink blouse

Exercise 8

1. **T**
2. **T**
3. **F**
4. **T**
5. **T**
6. **N/A**
7. **T**

Exercise 9

1. a. Warszawa - because of the lowest water level in the Vistula - 80 cm.
   b. województwo zielonogórskie - 3,200 hectars of forest burnt down there
   c. Kołobrzeg, Ustka - the highest temperature - 39° C.
   d. Hel - the lowest temperature - 31° C.
   e. województwa siedleckie, białostockie, łomżyńskie - the soil was the driest
2. Some people felt heartaches, some fainted, and some had sunstroke.

3. In almost all Poland, entering the forests and woods was forbidden. Therefore, you should check if this is the case in the area where you planned to take a walk.
4. The bottom of the Vistula River, which is the primary source of drinking water for Warsaw, was deepened.

Exercise 10

✔ 1. blokada
✔ 6. porwanie
✔ 9. prywatka
✔ 12. życzenia

Unit 12
Art — Advanced Plus

Exercise 1

✓ 2. spektakl
✓ 4. scenograf
✓ 6. inscenizacja
✓ 7. jednoaktówka
✓ 9. przedstawienie
✓ 10. charakteryzacja

Exercise 2

1. Nowa inscenizacja Burzy Szekspira w Teatrze Telewizji.
2. Zapasiewicz wystąpił w tej sztuce w podwójnej roli.
3.

Teatr Telewizji
Burza
Wiliam Szekspir
Laco Adamik - reżyseria
Barbara Kędzierska - scenografia
Zbigniew Zapasiewicz - Prospero
Zbigniew Zapasiewicz - Kaliban

Exercise 3

1. 2 świat ludzki
1 magiczna pałeczka
3 telewizyjna inscenizacja
6 autorka wizji plastycznej
4 realizator przedstawienia
5 środki artystycznego wyrazu
7 interpretacja telewizyjnego widowiska
2 a. realizator przedstawienia
b. autorka wizji plastycznej

Answer Keys

Exercise 4

1. According to Professor Kott, The Tempest is:
    a. dangerous and harsh
    b. lyric and pathetic
2. a. lost illusions
    b. sour wisdom
    c. stubborn, difficult hope
3. a. utopia
    b. king-philosopher
    c. wisdom
    d. conquering nature
    e. weakness of mind
    f. instability of moral order
4. As Shakespeare's poetic will and even his philosophical autobiography.

Exercise 5

1. 1611
2. Na początku XX wieku.
3. Kilkanaście
4. Jest stale obecny w repertuarze polskich teatrów.
5. Zbigniew Zapasiewicz.
6. Nie, miało to być tajemnicą dla widza.

Exercise 6

1. F
2. T
3. T
4. T
5. F
6. T

Exercise 7

Prospero	**Caliban**
intelektualista mag, który włada światem tej baśni	jest wytworem Prospera drugim 'ja' Prospera; jego alter ego pierwotność natury Prospera głos biologii Prospera głos zmysłów Prospera, które ten starannie ukrywa

Exercise 8

✔ 1. Zbigniew Zapasiewicz likes to play varied roles.
✔ 4. The director could not find another actor to play the role of Caliban.
✔ 5. Zbigniew Zapasiewicz likes to discover various personalities in himself.

Exercise 9

1. a. sposób mówienia
   b. charakteryzacja z maską
2. W Teatrze Telewizji nie wszystko musi być robione tak bardzo precyzyjnie i dokładnie, jak w normalnym teatrze, co pozwala aktorom na improwizację.
3. Jednego dnia Zapasiewicz grał sceny Prospera, następnego sceny Kalibana.
4. Ponieważ lubi się zanurzać w różne ludzkie charaktery i próbować je uwiarygodnić.

Exercise 10

Zapasiewicz koncentruje się głównie na fakcie grania dwóch ról przez jednego aktora (siebie) i wynikających z tego możliwości interpretacyjnych. Kaliban może być potraktowany jako alter ego Prospera.

Unit 13
Economic Changes — Advanced Plus

Exercise 2

1. kategoriach
2. politycznych
3. prestiżowych
4. psychologicznych
5. integrowania
6. momentem
7. centralnym
8. planowania

Exercise 3

The anchorman in the passage

✓ 3. compares the effects of joining the Council of Europe to the effects of joining European Community by Poland.

Exercise 4

1. Przy okazji umowy o stowarzyszeniu z EWG wiele mówi się o sprawie ceł (a).
2. Jedni twierdzą, że powolne ich obniżanie (b) jest dla Polski niezwykle korzystne (c).
3. Drudzy widzą w tym poważne zagrożenie (d).
4. Fakt przystąpienia do EWG (e) za 10-15 (f) lat przyniesie dla Polski zarówno zagrożenie (g), jak i szanse (h).
5. Konieczność obniżania (i) ceł przy otwieraniu się naszej gospodarki (j) stanowi dla Polski wielkie zagrożenie (k).

Exercise 5

I.
  1. f
  2. a
  3. e
  4. c
  5. d
  6. b

II.
  1. to be able to adjust
  2. tariff, customs
  3. a short-range solution
  4. development of the situation
  5. foreign affairs
  6. to negotiate an agreement

Exercise 6

1. N/A
2. F
3. N/A
4. T
5. T
6. F
7. T

Exercise 7

1. The consumer will not gain immediately anything due to tariffs' abrogation/canceling .
2. The effects of economic processes can be noticed over a longer period .
3. The liberalization of the economies will bring the following effects:
   a. more goods on the market.
   b. more inexpensive goods.
   c. domestic producers will be forced to compete with foreign ones.

Exercise 8

1. wyrwać się spod jednego młota - od jednej zależności (od pewnej organizacji międzynarodowej)
2. Mówi się o tym, że np. programy gospodarcze, generalne decyzje gospodarcze, ekonomiczne będą musiały być konsultowane z Brukselą, że nic nie będziemy mogli zrobić samodzielnie. - w takim postawieniu sprawy
3. (może dojdziemy do) takiego stanu - nasza polityka będzie uzależniona od decyzji, które zapadną w Brukseli
4. za 10 - za 15 lat - będziemy pełnoprawnym członkiem EWG
5. tego (uczyć) - że inne będą nas obowiązywały reguły gry i działania

Exercise 9

✓ 1. What are the opinions circulating in connection with Poland's attempts to join EEC?

✓ 2. What decisions do people think Poland will have to consult with EEC?

✓ 4. According to the undersecretary, is the fact that Poland can join EEC in the future positive for the country?

✓ 6. When will Poland have to consult its decision with EEC?

✓ 7. When will Poland become a member of EEC?

✓ 8. What will Polish administration, institutions, and society have to learn?

Exercise 10

1. *obustronne obniżanie ceł* - obniżanie ceł z obu stron (Text B)
2. *tymczasowe rozwiązanie* - rozwiązanie na krótką metę (Text C)
3. *stosunki zagraniczne* - stosunki z zagranicą (Text C)
4. *oferta rynkowa* - oferta na rynek (Text D)
5. *mamy mało czasu* - mamy trochę czasu ale nie za dużo (Text E)

Unit 14
Environment — Advanced Plus

Exercise 1

1.

	POLISH	ENGLISH
a.	puszcza	jungle, backwoods, primeval forest, virgin forest
b.	bór	woods, pine forest
c.	pustynia	desert
d.	sawanna	savanna

2. In the past, man used to live in his natural environment and was a part of nature while nowadays the majority of the people live in cities, separated from nature and exposed to elements that they had not experienced before.

Exercise 2

1. c
2. e
3. i
4. f
5. h
6. d
7. b
8. g
9. a

Exercise 3

1. Gatunek ludzki jest zupełnie nie przygotowany do zetknięcia się ze współczesną cywilizacją.
2. 20-25 lat.
3. a. choroby zakaźne
   b. głód
   c. świat zwierzęcy
4. Zęby ludzkie, z którymi ludzie w przeszłości nie mieli kłopotów, bo żyli taki okres czasu, do jakiego przystosowane są nasze zęby.
5. a. 67 lat w Polsce
   b. 75 lat w Stanach Zjednoczonych

Exercise 4

1. Czynniki środowiska człowieka, które szkodliwie oddziaływują na jego organizm, jego układ odpornościowy.
2. a. ochrona przed nowotworami

b. ochrona przed infekcjami bakteryjnymi, wirusowymi
3. Zwiększona ilość zachorowań na nowotwory.
4. Zachorowują one na nowotwory 10 tysięcy razy częściej niż dzieci z normalnym układem immunologicznym.

Exercise 5

1. You might list the following substances:
   spaliny
   farby
   kleje
   dym papierosowy
   pola elektromagnetyczne
   środki owado- i chwastobójcze
2. ✔ a. azbest
   ✔ c. związki metali ciężkich
   ✔ d. składowe spalin samochodowych
   ✔ f. związki chwastobójcze
   ✔ g. związki owadobójcze

Exercise 6

1. paint - farba
2. varnish - lakier
3. solvent, paint drier - rozpuszczalnik
4. glue - klej
5. molecule - cząsteczka
6. steam, vapor - para, opary
7. smoke, fumes - dym

Exercise 7

Zawód/Dziedzina	**Substancja**	**Choroba**
Osoby mające styczność z azbestem	Azbest	Azbestoza, nowotwory płuc
Malarze, drukarze	Rozpuszczalniki organiczne, farby, lakiery	Rak, białaczka
Szewcy	Kleje (rozpuszczalniki organiczne z grupy benzenu lub toluenu)	Białaczka ostra

Exercise 8

1. a. barwy włosów
   b. barwy skóry
   c. antropologiczne wzrostu
   d. antropologiczne wyglądu
   e. antropologiczne charakteru budowy czaszki
2. a. komórki rozrodcze
   b. komórki skóry
   c. komórki przewodu pokarmowego
   d. komórki płuc
   e. komórki wątroby
   f. komórki nerek

Exercise 9

The appearance and presence of substances that attack our genetic system is one of the most serious dangers that exist in our civilization because genetic features are passed from generation to generation.

Exercise 10

1. Ludzie mieszkający w miastach są w coraz większym stopniu wystawieni na działanie substancji szkodliwych dla systemu immunologicznego i genetycznego człowieka.
2. Broni przed chorobami, w tym nowotworami i białaczkami, zwalcza zarazki.
3. Azbest, środki owadobójcze i chwastobójcze, spaliny.
4. W powietrzu, wodzie, żywności.
5. Malarze, drukarze, szewcy.

Unit 15
Health — Advanced Plus

Exercise 1

Text A	About physicians' position in modern society.
Text B	About modern physicians' attitude towards patients and treatment.
Text C	About looking for the causes of infections.
Text D	About Koch's discovery of the causes of infections which was made possible by solving the mystery of carbuncle.
Text E	About the ways infections are spread.
Text F	About solving the mystery of cholera infection.
Text G	About Koch's contributions to medicine and especially his method of bacteriology tests.

Exercise 2

✓ 3.

✓ 6.

Exercise 3

1. W styczniu 1878 roku.
2. Podał pacjentowi ze skomplikowanym złamaniem środek nasenny a następnie przeprowadził nacięcie.
3. Jedno z najodważniejszych posunięć w medycynie.
4. Pacjent przeżył.
5. Można dokonywać otwartych operacji wszystkich narządów.
6. Odebrano pacjentom świadomość (w czasie operacji pacjenci są nieprzytomni).
7. Czym są bakterie? Czy unoszą się bakterie? W jaki sposób powodują choroby?
8. Zatrucie krwi czyli gangrena.

Exercise 4

1. b (Lister's father improved the microscope.)
2. a, d (Lister's microscope allowed people to see cells and microorganisms clearly for the first time.)
3. a (At that time people considered water to be carrier of cholera.
4. c (The fact that some cells in water are dead shows there exist even smaller organisms.)

Exercise 5

1. a. arogancki hipochondryk
   b. fanatycznie pedantyczny hipochondryk
2. ✓ b. wiejski.
3. ✓ b. boring.
4. ✓ c. Owce padały na karbunkuł.
5. ✓ c. three years

Exercise 6

Otóż obserwował kroplę zakażoną tą chorobą krwi. I pośród komórek tej krwi dojrzał mnóstwo włókienek. Kiedy wprowadził je do organizmu zdrowych myszy, myszy natychmiast zapadały na karbunkuł. Koch troskliwie opiekował się swymi bakteriami, dostarczając im wszelkich wygód: ciepła, pożywienia i powietrza. Przekształciły się one po pewnym czasie w takie zarodniki, które opierały się wszystkiemu czym na nie oddziaływał. Po prostu trwały w takiej formie przez całe lata. Z chwilą, gdy znalazły się w organizmie zwierzęcia, zmieniały się we włókna. Zwierzę zapadało na ciężką chorobę. Więc o to chodziło. Zarodniki w formie przetrwalnikowej mogły sobie żyć w ziemi przez całe lata i przedostać się z paszą do organizmu owiec.

Exercise 7

1. F
2. T
3. T
4. F
5. T
6. T
7. F
8. T
9. T

Exercise 8
Listen to Text F and do the following.

1. ✓ a. bacteria
2. Ponieważ powróciła tam epidemia cholery.
3. Wyodrębnił bakterię cholery, wyhodował jej kulturę, sfotografował i zabarwił w przeciągu trzech tygodni.

4. Przecinek.
5. Przez wodę pitną i brudną bieliznę w pralni.

Exercise 9

1. jego
2. a. jej
   b. nią
3. 2 a. wyhodowanie kultury bakterii
   1 b. wyodrębnienie obecnej w organizmie bakterii
   3 c. zakażenie bakterią organizmu zdrowego zwierzęcia
   4 d. pobranie bakterii z organizmu chorego zwierzęcia
4. a. bakteriologia stała się nauką
   b. bakteriologia dała pacjentom większe szanse wyzdrowienia

Exercise 10

1. Szpital dla ubogich.
2. Listerowi.
3. W styczniu 1878.
4. Ojciec Listera.
5. Wyodrębnił bakterię karnbunkułu i przecinkowca cholery a także opracował metody badań bakteriologicznych.
6. Zasady jego badań bakteriologicznych.

Unit 16
Media — Advanced Plus

Exercise 1

1. to make
2. objectives
3. views, stands
4. to rebuild
5. screen play
6. identity

Exercise 2

1. b
2. a
3. c
4. a

Exercise 3

1. F
2. E
3. T
4. F
5. T
6. T
7. T

Exercise 4

1. a. to rebuild the Polish film market
   b. to protect the Polish film market
2. Pirate copying of movies and music cassettes and records.
3. To stop the production of illegal copies of foreign movies and records.
4. According to Ms. Potocka, Polish artists are immobilized, paralyzed.

Exercise 5

1. Why was the Club of Film Producers organized?
2. How many members do they have?
3. Is it open for other people to join?
4. Who will be invited to the Club?
5. What is the nature of the Club?

Answer Keys

Exercise 6

1. producent
2. filmowy
3. profesja
4. grupa
5. kinematografia
6. definicja
7. metoda
8. film
9. sytuacja
10. inwestować
11. inwestor
12. kredyt
13. bank
14. komitet
15. tradycja
16. gwarancja
17. typ
18. realizować
19. idea
20. artystyczna
21. sens

Exercise 7

1. The real producer is a totally new profession on the Polish job market.
2. They try to create new rules and rebuild Polish cinematography.
3. There is no definition of who is the best producer and what method he would use.
4. A producer is somebody who should have money .
5. Investing one's own money into producing films is the stupidest thing to do.
6. Producers try to get money from inventors, banks and the Cinematography Committee.
7. Investors in Poland are suspicious, as they do not have the tradition of investing money in art.
8. There are no bank credits in Poland to realize one's artistic ideas.

Exercise 8

1. American cinema - the producer has the money and the screen play and it is the producer who selects the director and the rest of the crew
2. French cinema - the director decides about everything and selects a producer to find him the money
3. Polish cinema - is looking for another solution, 'a third road'

Exercise 9

1. The so-called author cinema.
2. Cinema for everybody, for the masses.
3. He wants to find himself or his problems or people and situations that concern him.
4. No, she is not.
5. Finding a path to European producers and joining the world cinema.

Exercise 10

1. T
2. F
3. T
4. T
5. T
6. T
7. F

Unit 17
Political World — Advanced Plus

Exercise 1

Agreements

Konwencja o Torturach
Powszechna Deklaracja Praw Człowieka
Konwencja przeciwko Dyskryminacji Rasowej
Międzynarodowy Pakt Praw Politycznych i Obywatelskich
Międzynarodowy Pakt Praw Ekonomicznych, Socjalnych i Gospodarczych

Organizations

Rada Europy
Międzynarodowy Czerwony Krzyż
Organizacja Narodów Zjednoczonych
Europejski Trybunał Praw Człowieka
Międzynarodowa Komisja Prawników

Exercise 2

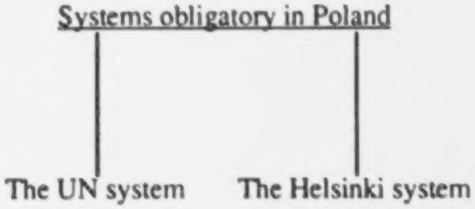
1. T
2. T
3. N/A
4. T
5. T
6. F
7. T

Exercise 3

1. Międzynarodowy Pakt Praw Politycznych i Obywatelskich ✓
2. Międzynarodowy Pakt Praw Ekonomicznych, Socjalnych i Gospodarczych ✓
3. Powszechna Deklaracja (Praw Człowieka i Obywatela)
4. Konwencja o Torturach
5. Konwencja przeciwko Dyskryminacji Rasowej
6. Europejska Konwencja Podstawowych Praw i Wolności (to be signed by Poland at that time)

Exercise 4

1.



2. August 1, 1975 - Helsinki, signing of the final act of the Conference on Security and Cooperation in Europe

3. Countries that attended the Conference on Security and Cooperation in Europe

All European countries (except Albania)

the United States

Canada

4. So-called three baskets of the conference in Helsinki

Disarmament

Economy

Human rights

Exercise 5

1. Powstanie w Moskwie grupy helsińskiej.
2. Jurij Orłow
3. Celem grupy było:
   a. gromadzenie informacji
   b. badanie
   c. informowanie opinii publicznej
   o ile władze ZSRR przestrzegają zaciągniętych w Helsinkach zobowiązań tyczących praw człowieka.
4. Została rozbita a jej członkowie aresztowani
5. Proces tworzenia się komitetów helsińskich w innych krajach.

Exercise 6

1. b
2. d
3. a
4. c

a. Jedynym rezultatem tej konferencji było wyznaczenie terminu następnej [...].
b. Komisja w Belgradzie w 1977 roku niemal zakończyła się przerwaniem procesu helsińskiego.
c. Znaczny postęp w dziedzinie praw człowieka przyniosła dopiero konferencja wiedeńska [...].
d. Kraje komunistyczne żądały zaciągania nowych zobowiązań, zachodnie zaś kontroli wcześniej podjętych.

Exercise 7

1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. F

Exercise 8

1. The European Convention was adopted by the Council of Europe in 1950 .
2. The European Commission for Human Rights and the European Tribunal of Human Rights were supposed to guarantee that the countries would respect the laws incorporated in the convention .
3. The European Commission for Human Rights is open for everybody who thinks his rights have been violated .
4. The seat of the commission is located in Strasbourg .
5. The Commission receives from 1,500 to 2,000 letters a year .
6. There are two main reasons mentioned in the passage why the Commission has sometimes to reject complaints:
   a. the complaints are not covered by any of the laws in the convention ,
   b. the complaining party has not used all the possibilities in their own country .

Exercise 9

1. To release all prisoners of conscience, that is, persons imprisoned for disseminating their views (as long as they did not call for using force).
2. 1961
3. London
4. No. Regional groups cannot deal with problems in their own countries.
5. SOS-Tortures
6. Helsinki groups/committees deal with human rights abuses in their own countries.

Unit 18
Science and Technology — Advanced Plus

Exercise 1

II.

1. Napęd dla tych maszyn tworzyliśmy zamieniając ciepło w użyteczną energię.
2. Rozwój alternatywnych źródeł energii stał się życiową koniecznością.
3. Jednym ze źródeł, które dają szanse rozwiązania problemów energetycznych jest energia geotermiczna.
4. Skorupa ziemska to szereg olbrzymich płyt oddzielonych od siebie rowami tektonicznymi.
5. Para powstawała dzięki bezpośredniemu kontaktowi wody z magmą.
6. Wodę dostarcza się szybem wtryskowym pod ciśnieniem.
7. To procesy górotwórcze powodują, że gaz i woda uwięzione zostają między nieprzesiąkalnymi warstwami skalnymi w pułapkach pod wielkim ciśnieniem.
8. Woda w porowatej skale podrzewana jest przez konwekcję - od dołu. Rozszerza się i przeciska do góry, także na skutek konwekcji.
9. Analiza geochemiczna pozwala odkryć pierwiastki, które zwykle towarzyszą hydrotermalnym pokładom.
10. Para porusza turbiny, które dostarczają mocy wirnikom generatorów.

Exercise 2

1. **cause** - dążenie człowieka, by zrobić więcej niż pozwala siła jego mięśni
2. **effects** - wielkie odkrycia, maszyny które wzmocniły siłę ludzkich rąk
3. **means** - ciepło
4. **alternatives** - wnętrze ziemi

Exercise 3

1. Jednostki, my sami.
2. W miarę jak społeczństwa dorastały.
3. Wytwarzanie odpowiednich ilości energii.
4. Rozwój alternatywnych źródeł energii.
5. a. opłacalność
   b. dające się kontrolować

Exercise 4

1. Thermal energy is defined here as a natural heat of the interior of the earth.
2. The ancient Romans used thermal energy to heat public baths.
3. The nature of thermal energy was not understood until recently.
4. The Earth keeps the energy of its formation in the form of heat.
5. It is able to retain its energy without human interference.

Answer Keys

Exercise 5

1. Gdzie teoretycznie jest energia geotermiczna?
2. Dlaczego penetracja w głab ziemi jest utrudniona?
3. Czym oddzielone sa od siebie płyty skorupy ziemskiej?
4. Którędy płynne skały moga się przeciskać na powierzchnię?
5. Ile procent znanych zasobów energii geortermicznej uwięzione jest w twrdych skałach?

Exercise 6

1. woda
2. para
3. szyb wtryskowy
4. gorąca sucha skała
5. turbina parowa z generatorem
6. gaz ziemny
7. gorąca para
8. nieprzesiąkalne warstwy skalne
9. gaz i woda

Exercise 7

1. b.
2. The container should be porous in order to soak with water.
3. The water travels through convection, which is the transmission of heat by movement of the heated parts.
4. It is the first city where thermal energy was used for producing electricity.
5.

	Year of installation	Power
Flammable gas generator	the 20-ties	15 kW
Steam turbine	1930	250

6. The Geysers is the biggest installation for producing electricity with the use of thermal energy.
7. 910 mW

Exercise 8

1. Jak szuka się zbiorników ciepła?
2. Co podpowiada, co dzieje się pod powierzchnią ziemi?
3. Czym sygnalizują swoje istnienie niektóre zbiorniki?
4. Co jet przewodnikiem dla geologów?
5. Na co one, młode skały, wkazują?
6. Co pozwala odkryć analiza geochemiczna?
7. Jakie są to pierwiatki?
8. Co dostarcza informacji o strukturze podziemi?
9. Co przestaje być tajemnicą?/Co one ujawniają?
10. Jak długo zbiornik powinno się dawać eksploatować?
11. Jakie są technika i wyposażenie przy wierceniu odwiertów?

Exercise 9

1. b
2. b, d
3. c
4.

1	v.	odbiór pary przez odwiert produkcyjny
2	i.	usuwanie nieczystości
3	ii.	stacja turbogeneratorów
4	iv.	zamiana pary na wodę w chłodniach
5	vi.	wtłoczenie wody pod ziemię za pomocą pomp
6	iii.	powtórzenie procesu od początku

Exercise 10

1. b
2. a
3. e
4. c
5. d

Unit 19
Society in Transition — Advanced Plus

Exercise 1

1 c
2. e
3. g
4. b
5. d
6. a
7. f

Exercise 2

1. F
2. T
3. T
4. T

Exercise 3

✓ 1. Strajkujący nie domagają się zbyt wielkich podwyżek.
✓ 2. Pragną, aby nie likwidować zakładu.
✓ 4. Strajkujący chcą mieć pracę.
✓ 5. Chcą mieć pieniądze na utrzymanie rodziny.

Exercise 4

1. ✓ around 40 or older
2. a. *Oboje pracują już po kilkadziesiąt lat w WSK.*
   b. *Wychowali trzech dorosłych synów.*
3. 3 miliony złotych.
4. Składa się z pięciu osób.
5. Na 2 - 3 tygodnie.
6. Nie płacą czynszu.
7. Milion złotych.
8. Chleb z masłem, ziemniaki z surówką, raz w tygodniu mięso.

Exercise 5

1. 4,000 — the number of unemployed who lost their right for unemployment benefits; the number of unemployed who will lose their right for unemployment benefits
2. 4,500 — the number of employees to be dismissed
3. 8,000 — the number of unemployed in Mielec
4. 10,000 — the number of workers employed by the manufacturer
5. 13,000 — the total number of unemployed after planned dismissals
6. 50 b. — the sum needed for severance pay
7. 60,000 — the number of Mielec inhabitants

Exercise 6

1. Pasłęk is situated in the Elblag province.
2. There were 2,097 unemployed of which 1,114 were women in the Pasłęk county on October 31 1991.
3. *The Tasman Poland Company* deals with shrimp processing.
4. *The Tasman Poland Company* was looking for women to process (clean) shrimp.
5. The company found unused buildings in Pasłęk.
6. *The Tasman Poland Company* offered 100 job openings.

Exercise 7

1. ✓ a. health hazards
   ✓ c. commuting problems
2. ✓ d. people allergic to albumen.
3. ✓ b. kilkanaście
4. ✓ c. came only to get unemployment certificates.

Exercise 8

1. He could not find enough Polish women to work in the factory.
2. No, instead of Spring, they arrived in the Fall.
3. The women from the Commonwealth of Independent Nations in general and Byelorussian women in particular.
4. Over 2 million zl.
5. They could exchange it for dollars.
6. Because the money they earn in Poland makes them very rich when they return home.

Exercise 9

1. piosenkarka z zespołu estradowego
   sprzątaczka
   nauczycielka (geografii)
   montażystka (z fabryki zbrojeniowej)
   masażystka
   lekarka
2. jest ciepło
   jest czysto
   zapach krewetek wcale nie jest przykry
3. Trzeba pracować ciężej i w innych warunkach niż za czasów Polskiej Rzeczpospolitej Ludowej.
4. "58 kobiet z Mińska"
5. ✓ d. the employees did not quit as lightheartedly as before.

Unit 20
Sports — Advanced Plus

Exercise 1

1. set
2. kort
3. finał
4. mecz
5. punkt
6. rakieta
7. debel
8. tie break
9. turniej

Exercise 2

e 1. Polska Telewizja zdecyduje się również bezpośrednio transmitować wielkie wydarzenie sportowe. (Text A)
a 2. Z całą pewnością to był sportowy szlagier weekendu. (Text A)
b 3. Transmitujemy losowanie na żywo. (Text C)
d 4. Redakcja sportowa zaprasza na relację z finałów turnieju wimbledońskiego. (Text D)
f 5. Usiadłem w zacnym towarzystwie wygów tenisowych. (Text E)
c 6. Teraz stawka jest szalenie wyrównana. (Text G)

Exercise 3

1. Telewizja Polska.
2. Puchar Davisa.
3. Francja.
4. Finału na żywo.
5. Że Telewizja Polska zdecyduje się kiedyś bezpośrednio transmitować wielkie wydarzenie sportowe.

Exercise 4

1. T
2. T
3. F
4. T
5. T
6. T
7. T

Exercise 5

1. One practices a sport for years to get results.
2. Puchar Davisa we Francji.
3. ✓ c. 59 years ago.
4. ✓ b. Matching teams for the World Cup
5. ✓ d. A racket trimmed with diamonds

Exercise 6

✓ a. Better late than never

REASON(S)

They use a food metaphor to explain the reason behind their decision to broadcast the final five months after the event itself. The metaphor says that if you do not have time to eat your favorite dish during the day it tastes good even as a leftover.

Exercise 7

1. Wimbledon ponieważ korty tam są trawiaste.
2. *Turniej wimbledoński.*
3. Ponieważ przeszedł do historii Wimbledonu jako jeden z klasycznych i stojących na najwyższym poziomie finałów.
4. Klaskanie w loży prasowej.
5. Piękna akcja, jakiej w życiu nie widział.
6. Dziennikarz
   a. musi być obiektywny,
   b. nie uzewnętrzniać swoich uczuć.

Exercise 8

1. F
2. F
3. T
4. F
5. N/A
6. T
7. T
8. N/A
9. T
10. T

Exercise 9

1. ✓ a. make a career as a great tennis player.
2. ✓ b. most dramatic
   ✓ d. most interesting
3. ✓ c. 20 minutes
4. ☐ a. Borg - 16 points
   ✓ b. McEnroe - 18 points
5. ✓ a. Borg

APPENDIX A. References

Unit 1

Text A. Wiadomości, TVP 1. Dec. 15 1991
Text B. Nowości, July 22 1990
Text C. Gazeta Wyborcza, Dec. 08 1990
Texts D-E. Studio 7 proponuje, TVP 1. Dec. 02 1991
Texts F-F1. Studio 7 proponuje, TVP 1. Dec. 30 1991
Text G. Express Wieczorny, Sept. 17 1991

Unit 2

Texts A-A2. Kamerata, TVP 2. Dec. 03 1991
Text B. Magazyn Kulturalny, TVP 1. Dec. 15 1991
Texts C1-C2. Kamerata, TVP 2. Dec. 03 1991
Texts D1-D2. Kamerata, TVP 2. Dec. 03 1991
Text E. Magazyn kulturalny, TVP 1. Dec. 15 1991

Unit 3

Text A. Wiadomości, TVP 1. Dec. 02, 1991
Text B. Wiadomości, TVP 1. Nov. 29, 1991
Text C. Wiadomości, TVP 1. Nov. 30, 1991
Texts D-D3. Wiadomości, TVP 1. Nov. 30, 1991
Text E. Wiadomości, TVP 1. Nov. 29, 1991

Unit 4

Text A. Wiadomości, TVP1. Nov. 29, 1991
Text B. Wiadomości, TVP 1. Dec. 02, 1991
Text C. Rzeczpospolita, Aug. 08, 1991
Text D. Wiadomości, TVP 1. Dec. 15, 1991
Text E. Kapitan Remo, TVP 1. Dec. 03, 1991
Text F. Wiadomości, TVP 1. Dec. 15, 1991

Unit 5

Texts A-D. Wiadomości, TVP 1. Dec. 01, 1991
Texts E-G. Wiadomości, TVP 1. Nov. 29, 1991
Text H. Wiadomości, TVP 1. Dec. 01, 1991

Unit 6

Texts A-B. Magazyn filmowy, PR Kielce. Dec. 23, 1991
Texts C-D. Magazyn kulturalny, TVP 1. Dec. 08, 1991
Text E. Studio 7 proponuje, TVP 1. Dec. 30, 1991
Text F. Pegaz, TVP 1. Dec. 02, 1991

Unit 7

Text A. Wiadomości, TVP 1. Dec. 18, 1991
Text B-C. Wiadomości, TVP 1. Dec. 15, 1991
Texts D-F2. Wiadomości, TVP 1. Dec. 18, 1991
Text F3. Wiadomości, TVP 1. Nov. 30, 1991
Text F4. Wiadomości, TVP 1. Dec. 18, 1991

Unit 8

Texts A-H. Sezam, TVP 1. Dec. 17, 1991

Unit 9

Text A. Wiadomości, TVP 1. Nov. 29, 1991
Text B. Wiadomości, TVP 1. Dec. 02, 1991
Text C. Wiadomości, TVP 1. Nov. 30, 1991
Text D-F. Wiadomości, TVP 1. Dec. 18, 1991

Unit 10

Text A1. Wiadomości, TVP 1. Dec. 02, 1991
Texts A2-A3. Wiadomości, TVP 1. Dec. 01, 1991
Texts A4-A5. Wiadomości, TVP 1. Dec. 02, 1991
Text A1. Wiadomości, TVP 1. Dec. 01, 1991
Texts B-F. Wiadomości, TVP 1. Dec. 01, 1991
Text G. Wiadomości, TVP 1. Dec. 02, 1991

Unit 11

Text A. Studio 7 proponuje, TVP 1. Dec. 07, 1991
Text B. Studio 7 proponuje, TVP 1. Dec. 17, 1991
Texts C-D. Studio 7 proponuje, TVP 1. Dec. 30, 1991
Text E. Studio 7 proponuje, TVP 1. Nov. 30, 1991
Text F. Studio 7 proponuje, TVP 1. Dec. 04, 1991
Texts G-H. Wiadomości, TVP 1. July 31, 1992
Text I. Wiadomości, TVP 1. July 31, 1992

Text J. Wiadomości, TVP 1. Aug. 01, 1992

Unit 12

Texts A-H. Po "Burzy," TVP 1. Dec. 02, 1991

Unit 13

Texts A-H. "Zapis," TVP 1. Nov. 29, 1991

Unit 14

Texts A-F. Magazyn Ekologiczny, TVP 2. Dec. 04, 1991

Unit 15

Texts A-F. "Dzień, w którym zmienił się Wszechświat," TVP 1. Dec. 31, 1991

Unit 16

Texts A-F. "Kinomania," TVP 1. Dec. 04, 1991

Unit 17

Texts A-G. "Prawa człowieka," TVP 1. Nov. 29, 1991

Unit 18

Texts A-H. "Sonda," TVP 2. Dec. 30, 1991

Unit 19

Texts A1-A4. Wiadomości, TVP 1. Aug. 10, 1992
Text B1-B4. Wiadomości, TVP 1. Nov. 30, 1992

Unit 20

Texts A1-A3. Wiadomości, TVP 1. Dec. 02, 1991
Text B1-B4. Wiadomości, TVP 1. Dec. 04, 1991

APPENDIX B. Copyrights

Pages 1 & 89. FYI, IMAGES WITH IMPACT!™: Business 1

Page 7. Gavel, IMAGES WITH IMPACT!™: Business 1

Pages 9 & 99. Artist, IMAGES WITH IMPACT!™: Business 1

Page 16. Artist, MacGraphics

Pages 19 & 109. Money Chart, IMAGES WITH IMPACT!™: Business 1

Page 22. Ticker Tape, IMAGES WITH IMPACT!™: Business 1

Page 28. Saving, IMAGES WITH IMPACT!™: Business 1

Pages 29 & 117. Horticulture, IMAGES WITH IMPACT!™: Business 1

Page 37. Windy. MacGraphics

Pages 39 & 127. Medicine, IMAGES WITH IMPACT!™: Business 1

Page 42. Medical Staff, IMAGES WITH IMPACT!™: Business 1

Pages 47 & 137. Media, IMAGES WITH IMPACT!™: Business 1

Pages 57 & 147. Voting, IMAGES WITH IMPACT!™: Business 1

Page 64. Conference, IMAGES WITH IMPACT!™: Business 1

Pages 65 & 157. Atomic Energy, IMAGES WITH IMPACT!™: Business 1

Page 72. Satellite Dish, IMAGES WITH IMPACT!™: Business 1

Pages 73 & 169. F Exec Side and Const Workers, IMAGES WITH IMPACT!™: Business 1

Page 80. Computer Training, IMAGES WITH IMPACT!™: Business 1

Pages 81 & 179. Sports, IMAGES WITH IMPACT!™: Business 1

Page 85. Tennis Ball, MacPic #1: Sports

Page 88. Snow Skiing, MacPic #1: People

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